DOCUMENT RESUME

ED 342 419 IR 053 945

AUTHOR Boardman, Edna M.
TITLE Growing on the Job: Professional Development for the School Librarian.
REPORT NO ISBN-0-938865-10-2
PUB DATE 91
NOTE 95p.
AVAILABLE FROM Linworth Publishing, Inc., 5701 North High Street, Suite One, Worthington, OH 43085.
PUB TYPE Collected Works - General (020) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Learning Resources Centers; *Librarian Attitudes; *Library Administration; Library Planning; Library Services; *Professional Development; School Libraries

ABSTRACT

This guide presents a series of articles which give pointers, hints, and examples of day-to-day development activities school librarians can use to hone their professionalism. The first of five sections describes ways in which librarians can provide professional service and lists some markers of professionalism. The second section presents one librarian's personal observations from her continuing education courses, and a list of library challenges is given. The third section talks about dealing with change in a library, and the fourth section offers a summary of ethics described in further detail in various professional publications. A formal definition of professionalism and a sample librarian's goals statement are included. The fifth section is a compilation of selected readings from "The Book Report": (1) "Making Miracles Happen" (L. D. Gordon); (2) "A Simple Planning Process" (P. Rux); (3) "A Rose By Any Other Name" (A. H. Yucht); (4) "The No-Time, No-Energy, No-Money Newsletter" (M. Hauge); (5) "Good Ideas from Your Newsletters" (column); (6) "A Word to New Librarians, or How To Survive the First Year" (G. Curdy and C. Lott); (7) "Getting Started on the Job" (V. K. Blaha); (8) "Learning on the Job" (V. K. Blaha); (9) "I'm a Paraprofessional! Want To Make Something of It?" (A. Wittig); (10) "Goal Setting & Evaluation" (E. M. Boardman); (11) "Planning by Annual Report" (C. M. Townsend); (12) "The Multipurpose Annual Report" (L. Farmer); (13) "A Goals-Based Annual Report" (D. Pozar); (14) "Performance-Based Evaluation: The Missouri Model" (S. D. Ross and M. Hagerty); (15) "Are We Doing What We Think Is Important?" (B. K. Barrett and I. Schon); (16) "The Superperson in the School Library" (M. R. Bane); (17) "Growing on the Job" (J. G. Cullison); (18) "Used Any Good Professional Books Lately?" (A. Yucht); (19) "Too Busy To Say Hello" (D. Cavitt); (20) "PR: Invite Success!" (B. K. Mathies); (21) "Marketing the Library" (P. Sivak); (22) "The Care and Feeding of the Administrator" (E. M. Boardman); (23) "A Matter of Mutual Trust" (R. Graef); (24) "Communicating with Administrators" (A. E. Beasley and C. G. Palmer); (25) "The One-Person Manager" (J. Hoftstetter); (26) "No Time To Get Organized? Read a Book or Two!" (S. Fetherolf); (27) "Keys to Library Management" (L. L. Edwards); (28) "Library Management from A to Z" (D. M. Cooke); (29) "Successful Management Techniques--School Library Style" (A. E. Handy); (30) "Put It in Writing: The Policy and Procedure Manual" (L. D. Gordon); (31) "Writing Selection Policy"; (32) "Selection Skills & Tools" (D. M. Cooke); (33) "Weeding a Middle School Reference Collection" (D. M. Cooke); and (34) "Good Reasons for Weeding" (N. Krabbe). A list of 59 related books concludes this guide. (MAB)

A SPECIAL REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

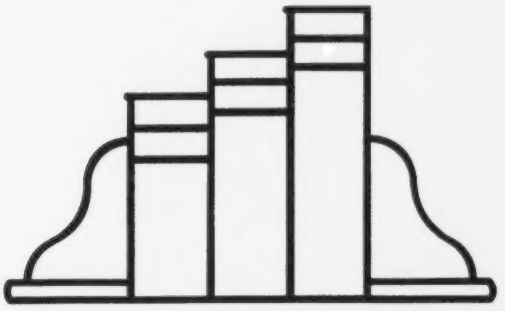
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED342419

Growing On the Job: Professional Development for the School Librarian

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jennifer A. Wilson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Professional Growth Series

BEST COPY AVAILABLE

1805394S

FROM THE PUBLISHERS OF THE BOOK REPORT AND LIBRARY TALK

A SPECIAL REPORT

Growing On the Job: Professional Development for the School Librarian

By Edna M. Boardman

A Publication of THE BOOK REPORT & LIBRARY TALK Professional Growth Series

Published by Linworth Publishing, Inc.
5701 North High Street, Suite One
Worthington, Ohio 43085

Copyright © 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991

Series Information:

From The Professional Growth Series

All rights reserved. Reproduction of this book in whole or in part, without written permission of the publisher, is prohibited except for not-for-profit education use in the classroom, in the school library, in professonal workshops sposored by elementary and secondary schools, or other similar not-for-profit activities.

ISBN 0-938865-10-2

Table of Contents

Introduction v

Section One: Defining Ourselves
Introduction 1.1
Students, Our Number One Responsibility 1.1
The Materials We Provide Our Students 1.2
Organization and Circulation of Materials 1.2
The Library Itself 1.2
Fitting Into the School's Educational Mission 1.3
Networking and Learning 1.3
Ethics and Philosophy 1.3
Checklist of Personal Qualities 1.5
Career Stages 1.6
Growing as a Professional 1.7

Section Two: After the Basics, What?
Introduction 2.1
Obstacles to That Dream Library 2.4
Try Something New 2.4

Section Three: Growing Day-by-Day
Coping With Change 3.1
Working with the Individual Student 3.1
Packaging the Library 3.2
Selection Policy 3.2
You and Your Administrator 3.2
That Old Bugbear, Discipline 3.3
Favorite/Worst Jobs 3.3

Section Four: Professional Ethics
Introduction 4.1
Professionalism: A Formal Definition 4.3
Sample Librarian's Goals Statement 4.4

Section Five: Selected Readings

Making Miracles Happen! 5.1
A Simple Planning Process 5.4
A Rose by Any Other Name 5.5
The No-Time, No-Energy, No-Money Newsletter 5.6
Good Ideas from Your Newsletters 5.9
A Word to New Librarians, or How to Survive the First Year 5.10
Getting Started on the Job 5.12
Learning on the Job 5.13
I'm a Paraprofessional! Want to Make Something of It? 5.14
Who Are We? 5.15
Goal Setting and Evaluation 5.16
Planning by Annual Report 5.17
The Multipurpose Annual Report 5.18
A Goals-Based Annual Report 5.19
Performance-Based Evaluation: The Missouri Model 5.20
Qualifications for the Position of Media Specialist/Librarian 5.21
Are We Doing What We Think Is Important? 5.22
The Superperson in the School Library 5.24
Growing on the Job 5.25
Use Any Good Professional Books Lately? 5.26
Too Busy to Say Hello 5.28
Invite Success! 5.29
Marketing the Library 5.31
The Care and Feeding of the Administrator 5.32
A Matter of Mutual Trust 5.33
Communicating with Administrators 5.34
The One-Person Manager 5.35
No Time to Get Organized? Read a Book or Two! 5.39
Keys to Library Management 5.41
Library Management from A to Z 5.42
School Management Techniques - School Library Style 5.45
Put It in Writing! 5.47
Writing Selection Policy 5.51
Selection Skills and Tools 5.52
Weeding a Middle School Reference Collection 5.53
Good Reasons for Weeding 5.54

Section Six: Resources 6.1

Introduction

Several years ago when THE BOOK REPORT was only a few years old, we kept busy soliciting articles on overdues and bulletin boards, seeking out librarians who had computer experience, and assigning review books by the hundreds. Then a librarian in North Dakota sent us an article titled "Professionalism: A Matter of Personal Initiative." It was obvious to us that she was looking at a larger picture than the bits and pieces we were covering. Since that article was published in the January/February 1986 issue, we too have taken a special interest in what the librarian can do to grow on the job. Certainly being active in library organizations and networking with other librarians in other buildings are examples of what one can do to further a personal agenda. But, in those days and weeks when one is isolated in one's building and consumed by daily tasks is there something more one can do to further one's growth?

When we considered a publication on personal and professional growth, we naturally turned to Edna M. Boardman to continue the discussion she had initiated and continued in many articles for BOOK REPORT readers. In this special report, she gives pointers, hints, and examples of day-to-day development activities, drawn from her own experiences as a librarian at the Magic City Campus of Minot High School in Minot, North Dakota. (The campus school serves over 1,000 students in grades 11 and 12.) We believe she gives a prescription for honing one's skills as a matter of personal initiative. We hope you will continue this discussion by contributing your ideas to us for future publications on this topic.

The Editors
THE BOOK REPORT and LIBRARY TALK

Section One

Defining Ourselves

Defining Ourselves

TV commentator Andy Rooney of *60 Minutes* sat before a pile of commercial products and fretted (again). Everything in front of him had the word professional on its label. "Professional-strength" drain cleaners. Hair curling irons "for professional use only." Kitchen utensils "for the professional." "Professional-quality" shop tools. All purchased at the neighborhood discount store. He wondered what would happen if he, Andy, your standard amateur, used these things. Just what was it that distinguished these products from similar products for the regular user? To extrapolate to our purposes here, what are the qualities that identify the "professional quality" school librarian?

The wide spectrum of training and experience we bring to our assignment creates special problems in defining ourselves as a professional group. Especially in elementary and private schools, boards and administrators hire persons with a whole range of skills to run libraries. These persons may have little or no access to training, to a network, or even to a trained person who can answer questions. Within high schools, the librarian may be a beginning teacher asked almost incidentally to handle the library during a free period ("Didn't you say in your resume you had a minor in library science?"), or a full-time experienced teacher with a master's degree in library science from an American Library Association accredited institution. But no matter what the starting point, a moment of truth will arrive (preferably early in the career) when the person assigned to the library must decide: Do I "work at the library" or am I "a professional librarian?"

In most curriculum guides, the library appears as an educational accessory, not the fount of wisdom. Students do not usually sign up for our program. Teachers have taught quite effectively through the ages as the master expounding in front of rapt pupils. Not a whole lot has changed in many classrooms. Who needs shelves full of books and periodicals, much less computerized access to that information? To validate the library, the librarian must constantly sell it.

Professionalism within this setting is a growth process, a skill that can be learned, not a *fait accompli* the day we walk in the door.

Students, Our Number One Responsibility

Services to students are the most important part of our work. We place an extremely high value on how students and resources come together. This is true even when automation spreads titles across the computer screen with the touch of a key, and it would seem easy to set up the system and walk away. In the school relationship with students, faculty, and administrators,

we assume a role as educator, with the library's services an integral part of the educational program. The professional seeks ways to teach and inspire, practicing storytelling and promotional skills, becoming involved in how students and staff use materials, not just that materials are used.

The Materials We Provide Our Students

Next to the atmosphere cultivated with staff and students, the professional librarian places a high value on the selection of materials. Out of thousands of possibilities, we choose and acquire the titles that eventually reach the hands of students. This cannot be done mechanically. The goal of materials selection is complex: to find excellent and appropriate materials for all school-related purposes as well as for the students' development as persons and as lifelong learners. We use standard tools and thoughtfully developed criteria and get to know publishers, authors, and suppliers. We know we have done our work well when students come to our libraries and find material that is meaningful and interesting to them, that is written on an appropriate reading level, that has a balanced point of view, that enriches their lives.

Organization and Circulation of Materials

The professional librarian is a good technician. The Dewey Decimal System, Sears Subject Headings, and the American Library Association filing rules--the accepted standards of our trade--are an automatic part of how we organize materials. The professional librarian knows that well-chosen subject headings make the difference between students' finding and not finding information. In a professionally run library, the online or card catalog is generally free of wrong editions or titles no longer in the collection. The shelf list reflects what is actually on the shelves. Circulation policies are consistent and are perceived as fair by the users. The librarian's technical mastery reduces user frustration, which is probably one of the prime reasons for library nonuse.

The Library Itself

The atmosphere we project in the library invites students to read and learn. Atmosphere is created both by the adults who greet teachers and students as they come in and by the arrangement of physical elements. We promote materials imaginatively, and our displays and good sign work add to the feeling of welcome for students. Students learn among adults who like and accept young people and have the inclination to tune into their world.

Fitting Into the School's Educational Mission

The professional librarian knows the school system's philosophy and preferred teaching methodologies. Since much of our work is about change, we need to be alert to the direction changes are taking and, whenever possible, be proactive rather than reactive. The librarian becomes part of the school leadership by asking for department status and volunteering to serve on accreditation and curriculum committees. Is the school committed to mastery learning? (Library facilities and materials lend themselves well to enrichment projects.) Is there a growing emphasis on higher order thinking skills? (Students need information to think about.) Is mainstreaming a school focus? (The library has materials on many reading levels.)

Networking and Learning

Organizations devoted to library concerns and those that involve all educators are always looking for enthusiastic people with dedication and ideas. As professionals, we join and attend their meetings even if everything these groups do is not immediately pleasing to us. We willingly do the additional work connected with leadership positions.

New and updated information, gained through taking courses and professional reading, provides us with essential intellectual nourishment. It is also the means by which we increase our professional status.

Ethics and Philosophy

The professional school librarian, inner motivated more than outer directed, works from principle, not just process. We have a basic sense of mission that determines the direction in which we move in both the short- and the long-term.

The future of the library is always in the back of the professional's mind: How can the library serve curriculum change? What part of the collection would be used more if it were better, and what titles should I add? How can emerging media be used to best effect? Should the production department develop an inhouse program to teach research skills? How can the students in gifted or alternative education programs be better served? What should be done deliberately that now gets catch-as-catch-can treatment? Professional librarians are constantly trying to determine what is on the horizon--what students and teachers have not yet asked for, but soon will.

As professional librarians, we also develop awareness of broader concerns. An example pulled from the business world may be useful: The nation's railroad systems have had a difficult time surviving partly because

those involved thought in terms of keeping individual jobs or lines, not in terms of "providing transportation." So we school librarians need to think in terms of providing information services and promoting literacy, not just in terms of maintaining our individual status quo.

Professional librarians seek to touch the future by working with the next generation of librarians. We cultivate the interests of a student who is enthusiastic about some aspect of library work; we assist a nearby university that needs supervising teachers for its library science trainees; we respond to another teacher in the building who thinks the librarian's work presents interesting challenges.

The professional librarian is familiar with ethical principles worked out over years of practice and articulated by national groups like the American Library Association. We are sensitive to issues that never seem to go away: Censorship. Confidentiality of records. Resource sharing. Access to library services by persons of all ages, conditions, and stations. Scope of services. Funding. Exclusiveness versus inclusiveness in the collection (e.g., Should you stock teen love and adventure novels or "only the best?")

Finally and most of all, the professional librarian is recognized as such by other professionals. A conundrum, this, but it is probably more accurate than any formal definition.

Checklist of Personal Qualities

The personal choice, the qualities and interests the librarian brings to the job are important markers of professionalism.

Do you--

- ☐ Think in terms of goals and purposes, not just in terms of hours worked? Make your work in librarianship a creative priority in your life?
- ☐ Cultivate a broad range of reading interests? (Don't underestimate the importance of this traditional value.)
- ☐ Have the ability to understand another person's interest, even if you don't share it?
- ☐ Come to work on time and stay in the library as much as possible, leaving only when your goals can be reached by activities outside the library?
- ☐ Dress attractively?
- ☐ Make decisions promptly? (Constantly delayed decision-making creates a backlog because there is so much detail in the work of the library.)
- ☐ Manage your time effectively? (Spend your time in a way that benefits your students most. You may need to rid yourself of chores such as book repair or cataloging from scratch.)
- ☐ Use your computer to the best advantage? (Even old models can be coaxed to do an amazing range of jobs. If you cannot program the computer yourself, buy commercial software or get a technician, a fellow teacher, or a talented student to help you.)
- ☐ Like children and young people? (If you do not, the school is not the place for you. This may also be true if you like books or computers more than you like young people.)
- ☐ See yourself as a team player? (Don't isolate yourself in the school setting.)
- ☐ Get reports in on time; send out materials requested by other libraries immediately; answer research questions promptly?
- ☐ Reach out to the whole school and student body, not just the popular students or lovers of reading?
- ☐ Accept responsibility? (Excessive complaining, especially about petty details, is a most unattractive quality.)
- ☐ Make a plan to deal with problems?
- ☐ Extend your interest to library-related matters and persons outside the walls of your individual library?
- ☐ See the library as a provider of information in all its formats?
- ☐ Assert control wherever possible over your personal evaluation process? (Through goal setting, you can develop ownership of the criteria by which you are judged.)
- ☐ Gossip about colleagues and students in the office, the lounge, and the community? (This is an obvious no-no, but it happens nevertheless.)
- ☐ Involve yourself in some area of the school not directly related to the library, such as the cheerleading team, the chess club, or the honor society?

Career Stages

The growth pattern for the school librarian may be divided into four phases. Keep in mind, however, that even the most on-target persons may find themselves moving around in the pattern.

Preparation

- ☐ Acquires undergraduate degree.
- ☐ Gets teaching experience. (This may be where you first became interested in the library.)
- ☐ Acquires state credential in field.

Early Career

- ☐ Develops a philosophy of library service.
- ☐ Gets a job.
- ☐ Firms up knowledge of technical processes.
- ☐ Learns literature, authors, publishers, and suppliers.
- ☐ Acquires master's degree.
- ☐ Decides on preferred grade level.
- ☐ Makes basic decisions on how time is spent within a typical day.
- ☐ Learns curriculum usage patterns.
- ☐ Sets priorities.
- ☐ Decides on preferences and "favorite jobs."
- ☐ Works out relationships with other professional and nonprofessional staff within the school setting.
- ☐ Learns the psychology of students with regard to their information needs, reading interests, and learning styles.
- ☐ Develops skills such as display, storytelling, or promotion.
- ☐ Does professional reading.
- ☐ Attends workshops and joins networking groups, especially library and education organizations.

Mid Career

- ☐ Goes back to school to pick up knowledge of new technical developments.
- ☐ Fills in the gaps of knowledge, constantly refining what is learned or decided in the early career phase.
- ☐ Adjusts to change in relation to curriculum and educational methodology.
- ☐ Masters new technologies as they emerge.
- ☐ Refines goals.
- ☐ Attends workshops and develops networks with other librarians and other professionals in the educational community.
- ☐ Upgrades credential level.
- ☐ May decide to seek a more challenging job.

Late Career

- ☐ Goes back to school to broaden knowledge of educational effectiveness.
- ☐ Brings philosophy into clearer focus.
- ☐ Refines goals.
- ☐ Works with student and adult aides and interns.
- ☐ Assumes leadership within the library community.
- ☐ Renews commitment to students, their needs and interests.
- ☐ Does professional reading plus writing or presenting to professional bodies.
- ☐ Avoids thinking, "Two years to retirement and I'm outta here."

Growing as a Professional

How do you know if you've been growing as a professional? Try taking the quiz below. If you've done most of these, you have gained ten years of experience. If not, you may have repeated one year ten times.

- ☐ Mastered technical processes (and mastered them again when automation arrived).
- ☐ Improved time management.
- ☐ Made a presentation to one of your several publics.
- ☐ Accepted an office in a library group.
- ☐ Designed a public relations program.
- ☐ Updated your teaching of library skills.
- ☐ Given booktalks.
- ☐ Developed a manual of written policies and procedures, including policies on selection and request for reconsideration.
- ☐ Set personal goals and updated them periodically.
- ☐ Developed bibliographies.
- ☐ Devised better ways for teachers and students to use materials.
- ☐ Solved a persistent problem.
- ☐ Mastered a new technology.
- ☐ Improved the quality of operations (circulation, scheduling, inventory, budgeting, reporting, discipline).
- ☐ Reviewed or written materials for publication.
- ☐ Accumulated credits toward a higher level credential.

Section Two

After the Basics, What?

After the Basics, What?

About January of every year, I start watching my mail for summer course offerings. The North Dakota State Department of Public Instruction requires that I renew my credentials every five years by logging in six credits for courses related to education and somehow useful to me. As I look over my personal course list, the early part is an amalgam of library-related summer workshops offered at the local university plus whatever was available at conventions or within a reasonable driving distance (like in the city where my sister lives). Some personal interests are mixed in, but I see that I have been exposed to all the education fads that have flowered in the past twenty years. Once my child care obligations disappeared, I discovered the world of courses offered at the end of an airplane ride. The whole course list represents constant input of ideas; in almost every renewal period, I have had more credits than the state required.

After I had certification, I started with Cataloging II--How to Catalog AV Software--at a university across state. It was what I needed at the time. My instructor allowed me to define what I still wanted to know. I researched alternatives in the university library, then went back to my school for a couple of weeks and got a good start on the actual cataloging. "Keep a diary on what you read," he said, "so I know what ground you covered." This allowed me to make some valuable decisions. Dewey? Absolutely.

Often professors from our miles-away major state universities set up shop near us, driving four to six hours each way. They helped me figure out what I was about as an educator once I abandoned the subject classroom and set out on the less clearly defined area of the school library. Some courses left little residue; others helped me chart new directions.

Documentary Film. Audiovisual Education. Literature of the Mass Media. Video Production. Teaching Mass Media. One of the courses was taught by a man with a background in art, who did valuable critiques of my bulletin boards. He changed my approach from "How much can I pack into this space?" to "What single message can I project to the student-in-a-hurry walking by?" I found I could take only so many film classes before I could not stand to see *Cipher in the Snow* one more time. As I became more aware of what the possibilities were, I felt freer to experiment, to broaden my definition of what was useful to me.

Philosophy of Vocation Education taught me the educationese of that movement. I handed in a spoof of the abundant jargon used by our instructor and found to my dismay he thought it was the required paper. When I explained, he didn't think it was funny. I rode with a carload of teachers fifty miles each way for ten Mondays in the long, dark fall Dakota

evenings to take that course. Self-Enhancing Education taught me that a win-win situation made for better discipline than the traditional win-lose setup. Bless the people who figured that out. I traveled via train to a university in a neighboring state for Community Public Relations. Children's and Adolescents' Literature in Libraries--my course list shows a sprinkling of similarly named courses throughout. Sometimes writers shared their thinking, and we always enjoyed them. Library Services to the Handicapped increased my sensitivity there.

The state teachers' association comes through every couple of years with catchall professional development workshops, called variously "Trends and Practices in the Public Schools," or "Practices and Issues in Today's Schools." The sessions are always thoughtfully done and serve to bring me up to date.

About one third of the way into my career, I got caught in the computer revolution. The early courses were more designed to wow than to help technophobes like me learn to use computers. Three times, in the courses and workshops I took, the presenters called up *Lemonade Stand* and *Oregon Trail* as fine examples of computer-assisted instruction. State of the art stuff? How could our teachers not notice these programs taught skills a child could master in a day with paper and pencil? Such trivia was not a promising introduction to the computer as an instructional tool. Only later, after taking some courses in word processing, did I see that the value of the computer as a working tool was leagues ahead of the quality of the courseware. Finally, in a session sponsored by our state library association and taught in a hotel meeting room by a sensitive woman who understood our print orientation and hand processes, I began to see the possibilities in our future--where computerized information services could take us.

American Indian Ethnobotany, a hands-on science course, took thirty of us in vans to a half-dozen prairie blomes. This refreshing course put me back in touch with a lively teenage interest in plants and wildlife. Now my library has a nice but not well-used section on practical uses of native plants. Personal Leadership Skills opened the world of formal goal setting. Writing for Professional Publication, offered as a Gabard Institute by Phi Delta Kappa at Bloomington, Indiana, gave me direction and freedom to write. A serendipity was finding a tableful of library science students who always sat together in the cafeteria. We sat and talked school libraries at breakfast and lunch and dinner. The man who lived alone with his cat reassured me that genial librarian eccentricity was alive and well. A woman I identified with--in the process of moving from teaching high school English to running a library--told me the most useful course she ever took to help her teach English was her library science course in adolescent literature.

The course list continues: Reference Material for the Small Library provided fresh insights on collection maintenance. Teaching Strategies brought me up to speed on the latest teaching methods preferred by our district leadership. Teaching Religious Freedom, a superb institute taught at George Mason University in Fairfax, Virginia, fit with the re-introduction of religion into the curriculum and my concern about censorship. The improved quality of classroom computer courseware has been shown to me, again through courses.

I still have the notes and handouts from most of these courses somewhere: In a jammed drawer at school; in files labeled "Writing Stuff," or "Rel. Freedom," or "Lib-Handicapped,"; in spiral books I simply grab as I go out the door and add to until they are full; in a box in the basement. When I run across them on cleaning day, I fish them out and scan them. The doodles along the edges of the pages are mostly the same. Stylized chess pieces. Prairie roses. Baskets of flowers I have translated into french-knot lapel pins. Cartoon figures with big feet. Elaborate geometric nothings. Notes about must-read books I didn't send for. Mostly the notes are part of that considerable stack of stuff I want to review for forgotten gems or simply must throw away or sell at a garage sale some day.

What's ahead? Next week I'm off to a three-day workshop sponsored by the state chapter of National Council of Teachers of English. The topic? Teaching Higher Order Thinking Skills. If that teacher from California doesn't bring up teaching with library sources, I will.

Obstacles To That Dream Library

Are your circumstances less than ideal? Put two or three of these obstacles on your goals list for the coming year. Tell your supervisor what you wish to do and why. Be sure to focus on solutions.

- ☐ Lack of training.
- ☐ Too many students.
- ☐ Over-scheduling of classes, leaving you no time for necessary planning and routines.
- ☐ Too little time on the job.
- ☐ Too many added responsibilities.
- ☐ No help.
- ☐ Inadequate budget.
- ☐ Abrasive relationship with students and you don't know why.
- ☐ Too much time put into signing passes, writing reports, and other nonproductive paperwork.
- ☐ Shelves or card catalog never weeded.
- ☐ No vertical file.
- ☐ Limited hours to be open.
- ☐ Lack of computers and other new technologies.
- ☐ Hole-in-the-wall facilities.
- ☐ No storage space for new media.
- ☐ Lack of production facilities.
- ☐ Lack of teachers' skills in use of multiple sources.
- ☐ Back office shelves full of unprocessed materials.
- ☐ Too many gaps in periodical collection.
- ☐ Lack of student discipline.
- ☐ Too cold. Too hot. (Lack of temperature control.)
- ☐ Study hall supervision one of your daily jobs.
- ☐ Students handicapped by low reading skills, narrow interests, student jobs, or personal problems.
- ☐ Lack of administrators' support.
- ☐ Thefts or vandalism.
- ☐ Lack of networking opportunities; can't attend workshops.
- ☐ Lack of department status.
- ☐ Inherited library cataloged to several different systems: Dewey, Sears, Library of Congress, and "Amateur Original."

Try Something New

What do you need to succeed in your situation? Even if you have never done it before, you can learn:

- ☐ Storytelling and booktalking. (Videos are available to help.)
- ☐ A foreign language to help you serve an influx of immigrants. (Classes may be available in the evening.)
- ☐ How to entertain first graders for a whole hour (and teach them the excitement of books in the process).
- ☐ How to get your work done when you are only part time.
- ☐ How to manage when it's only you and the kids. (Conferences often have special sessions devoted to the needs of the one-person library.)

Section Three

Growing Day-By-Day

Growing Day-by-Day

Coping With Change

Every so often, change zaps us back almost to square one. If you are at a mid- or late- career point, you probably began with a print-oriented education. You have had to pass the hurdles of learning nonprint production, using audio and video formats, learning to use the computer as an administrative tool, and finally meeting the challenge of automating the circulation and cataloging systems. CD-ROM disks contain an intimidating amount of material, and computer-distributed information arrives at the library from wide-ranging networks. With changes in our way of working comes change in our identity. The job of the librarian "ain't what it used to be," and will continue to change.

Even our mastery of routine technical processes has had to be relearned with the coming of automation in its various forms. Computer-generated catalog cards are not as precise and detailed as the printed cards we got from the H.W. Wilson Co. CD-ROM encyclopedias provide printouts that give a whole new definition to "copying out of the encyclopedia." These developments force us not only to rethink our technical operations but also to rethink how materials are used by our students in assignments.

Adapting to change is an important part of professional growth. What should be your stance toward innovation? Are you first in line when change appears, or do you hang onto the past until the last possible moment? Neither may be the best approach.

Every change today requires information in some format, and when that information is needed, we professional school librarians are there.

With change making the library a more hectic place, it is important to have competent, personable staff members who have the time and enthusiasm to speak with students individually, consider their needs for information, and just welcome their presence.

Working with the Individual Student

Many questions and problems are not neatly categorized when young people seek information. The library professional must listen carefully to understand just what it is a student needs. Sometimes students or teachers need information that requires imaginative research; they may need help in seeing possible scope and perspectives. For example, a student may want to pursue advertising as a subject. The librarian who suggests "Look in the A drawer," may be more technician than educator. The student may need to know it is possible to narrow the topic to the social impact of advertising, the psychological testing behind it, how an advertising agency works, how to promote and test market a product, how to do a marketing survey, how a TV commercial is assembled, the effectiveness of various media, or simply advertising as a career choice. The professional librarian assists students in making choices from among possibilities such as these.

Packaging the Library

Of course, good communication makes any job easier. Here are some ideas you might try to boost public relations for your library:

- Have your own logo and use it on newsletters, memos, bookmarks.
- Provide an attractive printed brochure for your students describing hours, services, rules, policies, and circulation periods.
- Guide your students to various areas and services with clear signs.
- Follow a theme throughout the year.
- Celebrate special observances: Book Week, American Library Week, School Library Media Month.
- Keep your faculty informed with a newsletter or other communication. Tell them about new materials, what your policies, schedules, and routines are, and how they can help you with problems. Help them use materials in creative ways.
- Get out overdue lists and other routine reminders to students and faculty on a firm schedule.
- Have a policies and procedures manual with enough detail so your successor can begin work by essentially doing things in a way familiar to your patrons.
- Have written job descriptions for everyone who works in your library, including adult and student aides.
- Frequently update the library's entry in the student handbook.
- Write a budget, keep good records of expenditures, and provide clear inventories and reports at the end of the year.
- Work with your custodial staff to establish a schedule of maintenance routines.

Selection Policy

Do you have a written selection policy? If not, locate some models, round up colleagues to help you formulate your design, and write one this week. Include a request for a reconsideration procedure. This policy should be formally adopted by your school board, but if they refuse to consider it, keep it in your file and label it your administrative policy. It may not have the impact of a formal district policy, but it is a valuable statement of your professional practices if you are asked by what principles you select materials. If materials in your library are challenged, you will be glad you have thought about your response in advance. Chances are, the board that rejected your request will also be pleased at your foresight.

You and Your Administrator

Cultivate a positive relationship with your building administrator. First of all, the principal wants you to earn your keep as an educator. He or she wants to be informed of what you are doing and then wants your assessment of how well you have done it. The administrator wants you to be sensitive to his or her need for information. The principal is there to help but does not want you and the students running to the office all the time to have problems resolved.

That Old Bugbear, Discipline

The most troubling element early in the career of many school librarians is discipline and keeping a learning atmosphere in the library. Don't assume your students know how they are supposed to act. Tell them what your standards are. Take the nature of your students into account before deciding on too rigid or too lenient an atmosphere. Don't veer between being extremely permissive and laying down the law. Permitting a low level of talking may well be less troubling than your constant reminders to be quiet.

Favorite/Worst Jobs

The librarian's love within the work context may be cataloging or computer programming or selection; it may be working directly with students, storytelling, or teaching research skills. But the professional makes an effort to acquire a reasonable expertise in the un-favorite areas or hires someone to fill the gap.

Section Four

Professional Ethics

Professional Ethics

Every profession, including ours, has its statements of ethics. Our principles have been worked out by the professional library and nonprint media associations, often in the wake of controversy. The aim of these statements is to guide the practicing professional when the proper action is unclear. The librarian who practices with the help of these statements has not found a surefire way to avoid controversy, but the statements aid the librarian in making deliberate decisions in sensitive areas.

Formal statements are included in various publications of the American Library Association, especially the *Handbook of Intellectual Freedom.* The publication *Information Power: Guidelines for School Library Media Programs* prints these individual statements, including "Library Bill of Rights," "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights," "AASL (American Association of School Librarians) Statement on Confidentiality of Library Records," "The Freedom to Read," and "Statement on Intellectual Freedom," prepared by The Association for Educational Communications and Technology.

Please consult the above sources for the exact wording of the carefully honed statements. For your convenience, here is an abbreviated summary of their principles:

1. School boards delegate the responsibility to provide excellent library and information services to the library media professionals within a school district.
2. Everyone, including *all* children and young people, has a right to access to information.
3. This information should not be controlled by choosing only one point of view and making only that available. The library should promote an atmosphere of free inquiry. We do not protect users from ideas and information that may be controversial or unpopular. Nobody should be forced to read or not read.
4. Libraries and publishers serving young people share special responsibilities:
   - To teach information-finding skills.
   - To publish and select excellent materials that meet educational criteria. The age and developmental level of the children and youth served must be taken into account when selecting materials.
   - To avoid putting restrictions and barriers between children and materials.
5. Libraries have a responsibility to resist efforts to censor their collections and should have an administrative procedure for handling

challenges when they occur. Parents and other members of the public may make specific choices about what they and their own children may read, view, or hear, but may not make similar restrictions for all children. The public should understand that libraries, in making information available, do not endorse the ideas contained within their materials.

6. Libraries must have some kind of system whereby the identities of borrowers are protected. It should not be easily possible to learn who is reading what. Many states have specific laws requiring such protection.
7. Our freedoms in a democracy depend on a well-informed citizenry free to choose what it wishes to read.
8. Librarians have a special responsibility in our society to see that libraries are adequately supported and a wide range of thoughts, ideas, opinions, and facts are available to all young people.

Professionalism: A Formal Definition

In a speech before the Faculty Association of Tarrant County Junior College, Hurst, Texas, Albert T. Fragola, assistant professor of mid-management, gave this general definition of the professional. No list can be applied lockstep to every professional group, but it is a useful point of departure.

1. The profession's primary purpose is to serve a given societal need, and practice of the profession is done under the legitimization of that society.
2. Members of the profession are bound by an oath or ethical code that places the good of society foremost among its goals.
3. There is a corporate sense among the members of the profession. That is, each member is subject to the dictates of the profession, yet charged with insuring the integrity of it at the same time.
4. Standards for preparatory training, entry into journeyman status, and continuing competence are established and enforced by the profession.
5. Viewed in the strictest sense, members of a profession must be prepared to make the supreme sacrifice when their society is in chaos.
6. The sternest measure a profession can take against one of its members is expulsion from the profession.

Sample Librarian's Goals Statement

The old saying goes, "If you don't know where you are going, any road map will take you there." Some librarians will find that goals have been developed for their libraries by predecessors or others. Some will write their own goals for themselves and the staff as part of a formal evaluation process. No matter where you find yourself now, be sure you know where you're going. Goals give you that road map. Here's a sample of my statements, which you can borrow, adapt, or expand.

Goals for daily operation of the library:

- ☐ Arrange for supervision of all stations at all times.
- ☐ Provide maximum desired information.
- ☐ Provide a positive, welcoming climate with as few negative "turn-off" factors as possible.
- ☐ Assist faculty and students promptly.
- ☐ Teach skills as outlined in the curriculum guide.
- ☐ Shorten the time lag between the arrival of new materials and their processing.
- ☐ Maintain error-free circulation records.
- ☐ Update the card catalog to make materials as accessible as possible.
- ☐ Provide basic audiovisual services in the absence of a specialist in this area.
- ☐ Maintain standards wherever possible despite budget cuts.

Goals for relationships with students, staff, and school program:

- ☐ Enhance the specific goals of the outcome-based/mastery learning efforts. (I will do this by frequent communication with teachers, looking for ways in which the library can be of assistance.)
- ☐ Improve the quality of library use by classes.
- ☐ Visit the alternative education program to explore ways in which we can enhance library services to those students.
- ☐ Encourage better use of the materials on microfiche.
- ☐ Be part of the North Central Association (accrediting agency) Evaluation Committee for our building.
- ☐ Encourage more personal-enjoyment reading by students.
- ☐ Publish a faculty newsletter four times during the year.
- ☐ Promote National School Library Media Month in a more interesting way.
- ☐ Smile more.

Goals for internal operation of the library:

- ☐ Explore ways in which we can expand the use of computers.
- ☐ Consider again the installation of an electronic antitheft device.
- ☐ Use the new *Guidelines for North Dakota School Library* Media Centers for an evaluation of our library.
- ☐ Participate in a review of our district's policy on weeding of our collections.
- ☐ Pull 100 "dead" sets from the card catalog.
- ☐ Target science as an area for collection development.
- ☐ Promote the library with displays and bookmarks.
- ☐ Update policies and procedures manual and put it on disk to make future revisions less cumbersome (use THE BOOK REPORT Nov/Dec 1985 issue).
- ☐ Encourage other library staff to do personal goal setting.

Goals for Personal and Professional development:

- ☐ Make a contribution to a publication.
- ☐ Work with our city's university in developing an internship program for students in the library science program.
- ☐ Continue active membership in the professional associations to which I belong.
- ☐ Be part of an organization that improves public speaking ability.
- ☐ Attend three conferences related to my professional concerns.

Section Five

Selected Readings

Making Miracles Happen!

Newly appointed librarians, and the rest of us, too, can learn more about tackling a big job, one step at a time, from this article.

By Lee Diane Gordon

"Are you sure you know what you're getting yourself into?" asked my principal when I told him that I wanted the position of librarian, soon to be vacant. I had been teaching at the school for two years and was well aware that our library was in dire need of elbow grease, money, and reorganization. I had just finished my course requirements for certification as a school librarian and couldn't wait to get started. I expected to perform miracles in one year.

It took almost one month for my appointment to become official. During this time, a substitute librarian filled in and made notes for me about things that needed immediate attention: primarily the library aides and the office mess.

The night before I took over, the school was vandalized. The morning I took over, November 13, 1979, the district library consultant came out to give me a hand and offer any help he could. We surveyed a scene of shattered glass, doors ripped off hinges, desk drawers pulled out, and police officers dusting everything in sight for fingerprints. Oh, well, I hadn't planned to perform miracles in one day. Still, it was discouraging.

With my master plan in mind, I couldn't alter the floor plan until the office clutter had been removed, for at this point, the office was out in the open—the first thing seen as one entered. Mail, papers, posters, old book catalogs, piles of magazines bound in string were everywhere. This task took over one week.

At the same time I was discovering that the student library aides had become soap opera junkies during their period in the library. When I pulled the plug and rolled the television into storage, the mutiny began. Several students asked for and were granted a transfer out of their elective. I began assessing the aides that were left. Two were special education students who did not know the alphabet and could not count out twenty paperclips for me. One slept all period. These students were "encouraged" to find another elective. Those who remained were just as eager as I was to rejuvenate our sad, unexciting library.

I also found I had an ally in my principal. He was aware of the extent of the problem I had willingly accepted. To help, he "loaned" me a four-hour clerk from the main office for the remainder of the school year. Together we scoured, tested, classified, reclassified, processed, typed, disinfected, rearranged, and generally worked ourselves to exhaustion.

Setting Goals

Since there were so many areas that needed attention, setting goals was imperative. Without regard to priority, I made a list of all the areas that needed attention. The list was mind-boggling, but it provided a starting point. Here is some of my original list:

1. Rearrange and clean up library.
2. Improve fiction collection. (Only three Newbery books and few good standard titles.)
3. Write library policy and procedure manual.
4. Clean out A-V equipment room, test equipment. (Many pieces of equipment obsolete and beyond repair.)
5. Clean out work room. Scrape black paint off windows in workroom.
6. Organize back issues of periodicals. (Found tied in bundles and hidden everywhere.)
7. Reorganize A-V software listing by department.
8. Write library handbook and term paper guide for students.
9. Weed and realphabetize card catalog.
10. Index and catalog map drawers.
11. Index and catalog picture file.
12. Reclassify books.

13. Begin updating non-fiction collection, especially in 600s.
14. Raise money!
15. Clean out the vertical file. (It hasn't been weeded or added to in 12 years.)

There was enough work for a team of librarians. However, except for that first year, I have been my own team for four years with only student aides to help.

Setting Priorities

As I looked at this monumental list, it was obvious that everything could not be done in one year, and probably not in two years. Even a miracle wouldn't help. What needed to be done first? I put each item on a piece of construction paper and posted the items in the order that I thought they needed to be done. As my perspective changed, I adjusted my list accordingly. When a task was completed the piece of paper came off the board.

My first priorities were:

1. Improve physical appearance.
2. Clean out A-V room
3. Clean out work room
4. Process books received
5. Organize back issues of periodicals.
6. Clean up vertical file.

All these items had to do with the physical aspects of the library. Physical changes would have the most immediate effects. Some could not be done until others were finished. For example, we had no area for back periodicals so one had to be made, in this case, in the workroom.

Second in priority were the items on the list which required writing—the manuals, guides, and listings. Most of these were accomplished by the end of my first year. They were ready for use by the beginning of the second year. My highest priority here was the library policy manual. Our library had no objectives, no goals, no written procedures of any kind. I felt it was imperative to define exactly what we hoped to do and how we were going to do it. My principal agreed.

Third priority items were saved for my second year in the library: improve fiction and update non-fiction collections, reclassify books, weed and realphabetize card catalog. These items have been on going for the last three years, and will continue for some time. Luckily, a university student in library science realphabetized the card catalog as an independent studies project. Adding to and improving our collection, of course, depended on money.

Finding money should have been noted in each of my lists. When I took over the library, there was no money in my budget. In fact, I inherited a $700 deficit which I had to make up. I sponsored one fundraiser (selling magazine subscriptions) in my first year, and two or three every year after. We (the students and I) have managed to buy a new card catalog, a new circulation desk, new tables, a computer, bean bag chairs, paperback racks, and hundreds of books.

MY LIST OF HORRORS, Or What I Found When I Cleaned Out the Library

▶Ten sets of encyclopedias over 15 years old and still in the reference section, including one vintage 1956 set. Too bad encyclopedias don't age like wine and cheese.

▶Eight books hidden under the bottom shelf in the 300s which had been there for at least ten years.

▶A mummified apple in the vertical file. Thanks to our dry desert air it didn't rot.

▶A ditto-paper box filed to the top with catalog card sets. I discovered that we still had many of the books that belonged to the sets, but those books had no cards in the card catalog.

▶Chewing gum between and under five books shelved together. The gum had crystallized. Obviously, those books had not been off the shelf in a long time.

▶Gallon bottles of mixed photographic chemicals under the sink. The last time a photography class had used the equipment was eight years before I took over. Talk about smell!

▶Some very misclassified books—a book on mythology classified in the 598s, probably because there was an eagle on the cover; a book on how to assume team leadership classified as fiction; *the Cyclopedia of World Literary Characters* in collective biography; and the list goes on.

▶A trove of records and transparency sets in storage. The previous librarian did not know we had them.

▶Publishers' catalogs dating back to 1962. My, how prices have changed!

▶Two carts full of books that had been received in 1975 through 1977 but had not been cataloged or processed. And on top of that, $4,000 worth of materials purchased under ESEA Title IVB waiting to be cataloged and processed. Whew!

My last list was fourth priority, or "When I've finished the other stuff, I'll do these," —index and catalog map drawers and picture files. In another library, these might have been placed higher on the list, but we had very little call for maps or pictures.

The situation is now under control. Each year I pick one or two large projects so that I can avoid ever having to confront the enormity of my original list again.

Our library doesn't look much like it did before. Circulation has increased 200%. Students and teachers are discovering the library has much to offer. The principal shows off the library to visitors and brags during Open House. It's nice to be appreciated.

Deciding Where to Begin

About two years ago I began getting calls from first-year librarians in our district who also had taken over libraries in need of help. Their first question was "What do you do first?" I couldn't tell them what their libraries needed most. That was something they had to decide, but I could tell them how I decided what to do first. These are the questions I asked:

Physical Appearance

Evaluate from the standpoint of someone who is visiting for the first time.

What is your first impression as you walk in the door?

Is the library comfortable and cheery?

Does anything seem to be misplaced or illogical or overly messy?

Improving the physical appearance can have the most immediate and noticeable effect because students and teachers come in just to see the changes.

The Collection

- Are the non-fiction books circulating well? Are they current? (Look at the copyright dates in the books on space travel and computers, for example).
- Are the fiction books circulating well? Do the students seem satisfied with them?
- Are the reference books current? Are there any you should have, but don't?
- Are there periodicals that have never been read? Are the students and teachers satisfied with those you have? Ask for suggestions.

Circulation and Usage

- What is the daily circulation? If the library was not in the best shape, circulation is probably low. It takes a while to break the habit of non-usage. Invite teachers in, talk to students, be positive.
- Ask for suggestions and ask for help. Don't expect miracles but accept every little bit of help and make sure the volunteer knows the effort is appreciated.
- Are the faculty and students aware of what the library has? Keep the faculty and the students up to date on what you are doing and what's new in the library.

Library Operations and Policies

- Evaluate the present circulation procedures. Are they efficient?
- Is there a shelf list and is it current?
- Is there a policy on overdue books? Is it enforced? Does the administration support it?
- Read any school district policies regarding libraries. Does your library have a written policy of its own?
- Look at any library forms on hand. Are they necessary? Could they be revised? Are there some you should have but don't?

Once you have come up with answers to these questions, the final question is, "What bugs you most?" This is probably the best place to start.

The last question the new librarians asked was, "How do you do them all?" You don't. You start at the beginning and work on one thing until you are satisfied with it. Then, you move on to the next. Unless you have a staff to direct or hordes of adult volunteers, I recommend one project at a time.

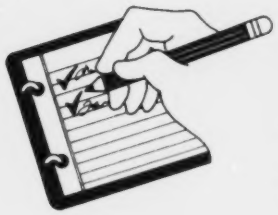
Deciding to change, rejuvenate, improve your library can have the same effect on you. Seeing students enjoying the library and making use of the materials it holds makes all the time and effort worthwhile. Maybe in a year or two when most of the library is in good shape, I'll get bored and have to find another sad library. At least that's what my principal thinks I'll do.

Postscript

Because our enrollment went up, I spent two weeks in August, without air-conditioning, moving and shifting so that part of the library could be made into a classroom. A librarian's work is never done.

Lee Diane Gordon is the librarian at Jim Bridger Junior High School in North Las Vegas, Nevada.

A Simple Planning Process



By Paul Rux

Because of tight school budgets, we librarians must compete for limited dollars and sell others on the need to fund our services, especially new ones. If we know how to formulate and implement plans for marketing our wares and skills, we can forge ahead in the race to the bank.

To hit the budgetary bull's-eye, planning cannot be willy-nilly. We need a pattern in order to target support. Although we work in different settings, I want to share the core of a simple planning process I use. You can adapt it to your circumstances.

First, *profile library services* in your area. What services are available? Who provides them? Our funding case gathers momentum if we can show how it fills service gaps, avoids duplication, or results in cooperation.

Second, *analyze your district's Mission Statement*, i.e., its official list of goals and objectives, its philosophy, or reasons for being. Be prepared to show how what you want advances this statement, a favorite trick of professional fundraisers. You might develop a mission statement for library services, pointing out how it and what you want enhance the district's agenda.

Step three is *figuring out your impetus to plan*. Why do you want it? Maybe you filled out a check list of state or national standards, which revealed a deficiency. Perhaps a user survey was the stimulus. In any event, be clear in your own mind about what prompted your crusade. This will help you sell others on the idea.

Fourth, *translate your wants into goals and objectives*. Goals point out general directions or destinations, e.g., meet state or national service standards. Objectives spell out specific steps required to reach goals. Objectives should include a time limit for their completion. Usually, each goal has several objectives supporting it.

Step five kicks off the *public relations* phase. Having thought through what we need, the how and why of it, we must market our goals and their objectives. Confidential surveys asking the school board, administrators, staff, or students what they think about old services and proposed new ones are diplomatic ways to float new agendas without making people feel they're being bulldozed.

After tabulating the surveys, share the results with each group through a series of meetings. Ask them to rank old and proposed services according to the group's needs and interests. In addition, ask each group to help you create a list of services to drop in case of a budget crunch. You hope that your proposed new services will survive this part of the public relations campaign.

Sixth, having floated a successful "trial balloon," *develop a cost report*. Ask salesmen and others to estimate costs. Compare their recommendations against current budget levels. Note, too, the cost of any anticipated increase in staff to adequately implement new services. When preparing the cost report, also list separately the costs of any low-priority services from your group surveys and goal-setting meetings. If "push comes to shove," trade off budget for present low-priority services for new services. In any event, a cost report based on expert advice, current funding and staffing provides an excellent lever in the budget fight.

Communicate costs is step seven. Through a series of meetings with constituent groups share the cost report. Again, we use public relations to build a consensus for new services.

Eighth, at this point *implement new services*. Meet again only with the school board and administrators, since they have the pursestring power. At separate meetings with each group, press for funding new services. Refer to the cost report, group meetings and surveys. Remember to explain how you will measure the effectiveness of new services.

Step nine is *evaluation*. Make sure you're getting your money's worth from new services. Measure their impact on constituents. After ample time has elapsed for new services to have an effect, repeat the nine planning process steps. Allow enough time to complete the steps before the next budget.

Using a planning process shows our bosses that we appreciate "accountability" and the "bottom line." Moreover, it gives us handles on marketing our services and enlists support for our budgets. Tackling such a planning process beats sitting on our hands and whining while the financial house falls on our heads!

Paul Rux is the district librarian for the Warren (Illinois) Community Schools.

A Rose By Any Other Name...

What career title do you put on your business card? You do have a business card, don't you? Today, every professional needs one.

I started thinking about business cards (and job descriptions) after attending the AASL conference in Salt Lake City in October. One of the most exciting programs at that conference was a speech by Harry Wong, a noted educator. He is a mesmerizing speaker, funny, realistic, cognizant of educational research and how to apply it, persuasive, and very, very fast in his speech. (Picture 1,000 adults all leaning forward and *squinting* in order to hear him better.)

Wong asked us to think of ourselves as professional educators, to use business cards identifying ourselves as such, and to display our diplomas and certificates where our students can see them (doctors, lawyers, and car mechanics all display *their* credentials). He exhorted us to think of our occupation as a career, not a job, as something worth doing well rather than just a way to earn a living.

Then, on the flight home, I found two more reasons for using business cards. An article in a finance magazine described how Japanese businessmen attach great importance to business cards. They use the cards as part of all formal meetings—exchanging them, reading them aloud for introductions, making all kinds of nuances with the designs of the cards themselves. While changing planes I came across an airport gift store that held monthly raffles of candy boxes—to enter, you just left your card in the bowl at the front of the store. I added my own to the pile, of course, and peeked at all the other cards. There was a fascinating variety of print, designs, and titles.

But what *do* we call ourselves? Even our own profession can't come to a consensus on a title! Read through any professional magazine, looking at the lists of conference speakers or the names of our organizations. Are we School Librarians, Educational Media Specialists, Teacher-Librarians, Youth Services Professionals, Information Specialists, Instructional Consultants, Database Brokers, Book Preachers, Storytellers, or Media Mavens? Our associations use acronyms that sound like items from another life— EMANJ (something to eat?), MEMO (a note to someone?), SSLI (a lubricant?), CLMEA (a new flower?).

And what do others think of our titles? For many outsiders, the term *school librarian* still means a stern "ssshh-er and shelver" who glares at young readers over half-glasses.

Educational Media Specialist is the most popular right now, but it sticks in my craw for several reasons. It sounds as if we were more concerned with the hardware than with the information therein contained (bulb-changers rather than book-sharers). We should be thought of as renaissance generalists—polyhistors, if you will—rather than technical specialists. And the emphasis on *educational* media implies that we deal only in research (serious), not recreational (fun), materials.

Teacher-Librarian is probably most accurate, but which part of the title do you put first (and when)? Do you alternate, to give each equal time?

We do many things at once, often at one time. So when we face the public, what name do we use?

Last year I attended a full-day seminar on "Managing Multiple Demands." It was one of those packaged professional development programs offered around the country, primarily to business managers. Since we are library managers, and Lord knows there are multiple demands on us, I hoped to learn some useful techniques for my own situation.

At the beginning of the program, the leader asked us all (about 150 corporate middle managers) to jot down five to ten job functions we would be doing at work that day if we had not been at the seminar. (I translated what I do into business-talk. Translate it back yourself.) So I wrote down the following:

- Examine current literature for new products in the field;
- present a variety of group training and development sessions on specific resource tools to in-house personnel;
- evaluate the results of training sessions; note the results in personnel folders and plan any necessary follow-up/reinforcement sessions;
- confer with another manager to discuss progress of a new pilot program;
- track, evaluate, and allocate placement of new resource materials;
- prepare promotional display and handouts on new resources for target audience;
- deal with a week's worth of client requests, concerns, and job orders;
- supervise clerical maintenance of circulation control data and inventory checklists;
- attend lunch meeting to network with peers;
- meet with supervisor to discuss specific budget concerns.

After everyone in the room had scribbled busily for five minutes, the leader asked us to trade papers and 1) figure out the other person's job title and 2) arrange the responsibilities by priority.

My partner tried to guess what I do for a living, but he couldn't. Finally I told him that I was "Director of an Information Resource Facility associated with a Major Educational Consortium." Boy, was he impressed! Because *he* was an accountant, he saw any number-crunching function as a top priority.

We know, of course, that our top priorities are people and ideas, not numbers. We also know that he reacted to me, and his perception of my occupation, very differently from how he would have reacted if I had said I was a school librarian. When I did finally tell him the truth (during lunch with the other corporate clones in his carpool), he was surprised and, I think, a little disappointed. To his mind, my two job titles were not synonymous.

So what is a reasonable career title for us? "Informationaries"? That sounds too functionally defined. How about "Info-Trekkers," as in travellers, sometimes guides, through the world of knowledge? It's a little cutesy, but it would make a good sound bite. And if we combined it with "Professional Educator," it would make an unusual and memorable business card.

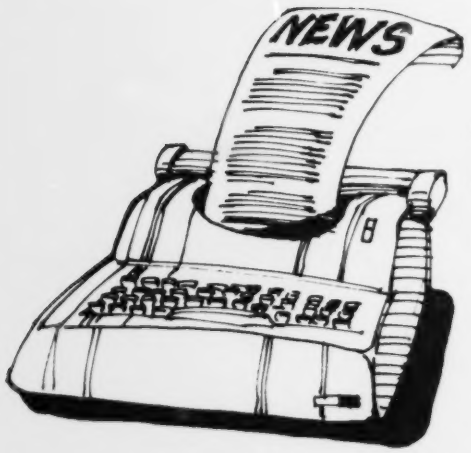
©1989 by Alice H. Yucht

ALICE H. YUCHT

INFO-TREKKER
&
PROFESSIONAL EDUCATOR

INFORMATION RESOURCES FACILITY
MAJOR EDUCATIONAL INSTITUTION

Alice H. Yucht is the Librarian at Joyce Kilmer Middle School in Milltown, New Jersey. Her column "Filed Above the Rod" appears regularly in LIBRARY TALK.



The No-Time, No-Energy, No-Money Newsletter

The author gives you her secrets for producing a readable, timely newsletter for faculty. It does take a little time, energy, and money, but many librarians tell us they find it fun and rewarding (see page 24).

By Mary Hauge

Aren't there times when you would be so thankful if schools came without students? Then there would be time to read entire professional journals, complete the mounds of paperwork, and even finish a complete thought or two. However, students are a given factor in any school, a necessary nuisance, and the guarantee for our jobs. A newsletter fits the same description: it should be a factor in a successful media program; it is a nuisance; and it may go a long distance to maintain a job.

Of course! You don't have enough time, money, or energy to produce a newsletter for teachers and neither do I. But I wouldn't think of operating without our weekly communiqué.

Information about the center needs to be doled out in manageable chunks. To bowl teachers over at the beginning of the year with enthusiasm is admirable but smaller doses are more effective.

Communication with every staff member and administrator must be maintained. This means the school secretary, the cook, custodian, nurse, and anyone else who will listen needs to know about your center. The scope of media services is foreign territory to some administrators and classroom teachers.

But I don't have anything to say. It's not you, personally, that has to say things. It's news about your center that must be said. Aim for positive, practical, news-to-use issues. Here are some ideas and examples:

- List new materials in your center. Take shortcuts; for instance, trim the tracings from extra catalog cards for new books, paste them on paper, and duplicate. The reader has the call number and an annotation. This saves headaches because we often have books ready to circulate before the cards are filed in the catalog.
- Introduce yourself, your aide, your parent volunteers, your student helpers, and all the people in your center.

  Do you realize what a dedicated aide Marell Schmidt is? She is paid half-time as a library aide and she volunteers the rest of the time.
- Have contests for the staff. Offer recognition, books, and food as prizes.

  It's Name-the-Newsletter Contest, folks. Win lots of honor and glory and a paperback dictionary. Entries are due in two weeks to the library.
- List the magazines that your center currently receives.

  Yes, we do subscribe to *Mad* magazine by popular request of the students. The subscription is paid with library fine money

Mary Hauge is the librarian at Washington Middle School in Aurora, Illinois, and the publisher of the library's newsletter, LibLetter.

rather than taxpayer funds. I don't know if taxpayers will rest easier knowing that.

- Discuss your policies and the reasons for them.

  Most reference books circulate overnight to students. We will copy, free, up to four pages of books that do not circulate (generally those that cost over $25).

- Recognize student displays that are in the center.
- Feature a "This Worked Well" column highlighting how a teacher has used the media center effectively.

  Pat Novak wins a creative award for clever book report idea. Pat had her students choose any library book that was on a bottom shelf on the theory that those titles are most often overlooked.

- Include tidbits of information from professional journals or excerpt an article from a current magazine.
- Use your statistics in a meaningful way.

  Did you know that the first day we opened our doors in September, 403 books were checked out? Over half of our students got a library book on that first day.

- Solicit ideas.

  The library is organizing a Brainstorm and Bellyache session among students before school on Wednesday morning. Feel free to contribute.

- Describe interlibrary loan procedures. Discuss cooperation between the public library and your school.
- Alert teachers to upcoming TV specials or programs of interest.
- A giveaway section has been a blessing for us.

  Wanted—a good classroom home for a 1973 set of *World Book* and assorted 1960s *National Geographics*.

- Note bibliographies that you have available or can prepare for classes.

  See how your students' interests compare with the list of the 50 most popular library books as voted by K-8 students and compiled by *Booklist*.

- Promote programs scheduled by the media center. Offer book talks.

  We will be fighting the Civil War for the next two weeks in the library. We will have a special shelf of books about Lincoln and book talks about him next week.

- Discuss selection problems.

  Watch our next newsletter for the discussion, "Why we don't have *Forever* and *Flowers in the Attic* at our school."

- Let people know about graphics facilities.

  Back-to-school special. Let the library create a sign with your name for your classroom door. Ask and you shall receive.

- Thank people who have helped you in your endeavors.
- Coupon specials are fun and a way to determine feedback. You'll be surprised how many teachers will actually come clutching their coupons.

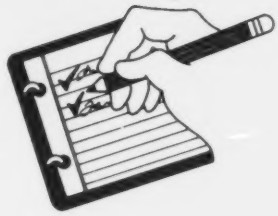
  Bring this coupon and your cup to the library office for a coffee refill and a doughnut anytime between 8 and 4.

- Discuss your services—one at a time and one per newsletter.

  The library can supply magazines and newspapers to your classroom to cut up when your students are doing collages or a propaganda unit.

- Solicit staff ideas on how to spend the budget. Better yet, convince teachers to match their funds with yours for purchases.
- Include that staff of life—humor.

  An eighth-grader, who will remain anonymous, complained that our encyclopedias were defective because they didn't have that famous painter "Angelo" in them. "What did he paint?" I asked. "Why, he's really famous. Everybody has heard of Michelangelo."



Make your tone one of praise, recognition, and reward. You do have lots to say about your center. Make your offering practical, pertinent, and productive for the reader. A newsletter gets easier the more often you do it. It also forces you to keep looking for fresh ideas and newsworthy happenings.

But I don't know where to start. Determine the frequency and stick to it. Once a month doesn't offer much continuity for a newsletter and you'll find that you have huge amounts of copy to include in each issue. It is better to have your newsletter come out more frequently—weekly or biweekly. Don't think that you'll issue a newsletter when there is enough news. It just won't happen. Keep a calendar with your deadlines and stick with those self-imposed deadlines.

To bowl teachers over at the beginning of the year with enthusiasm is admirable but smaller doses are more effective.

Length is determined by this rule: "Maximum length is the amount a reader can read as he walks from his mailbox to the nearest wastebasket." One side of an 8½-x-11 sheet ought to do it. At the most, cover the back and front. If you have more than that, issue your newsletter more often.

Appearance is important. We feast with

our eyes and so the reader is attracted or repulsed by the newsletter's appearance. Using the same color of paper and a logo will create instant recognition. You can have a supply of sheets printed with your logo in color and use a copier to print the newsletter on those sheets. The international symbol for libraries is most appropriate for a logo.

It does take time, it takes energy, and it requires money, but a newsletter pays off handsomely in awareness and attitude.

Press-on lettering and clip art are tremendous aids for people who are not artistic. Our local newspaper donates outdated clip-art books to our library and the library system supplies requested clip art.

If you don't have access to a machine copier, investigate quick print services or consult your school district print shop (check their deadlines and turn around time first). You want a neat, clean crisp copy and purple ditto just isn't.

Underline or circle key words to emphasize ideas so that your efforts can at least be skimmed if not persued in depth.

Style should be informal. After all, you are conversing with your colleagues through print rather than in person. Speak to them as if you were face to face.

A subscribers' list is helpful. We give the first issue of the year to all staff members and ask if they wish to continue on our mailing list.

Be sure to look beyond the building for an audience. Our district curriculum coordinator, superintendent of schools, the other centers in the district, the PTO president, parent advisory council, and the school board members are on our subscription list.

We put colored signal dots on the mail boxes of teacher-subscribers. Parent volunteers make the Xerox copies of the newsletter and stuff boxes without referring to a cumbersome list. Labels for people outside the building are duplicated in sheets or generated on the computer. I can tell at a glance from the mailboxes who needs to receive a "sorry we've missed you" note.

If you keep a box handy and toss in newsworthy items and artwork as you find them, your newsletter will almost write itself at the beginning of each week.

Does it work? Twenty-nine of 35 staff members in our building request the newsletter. Our district curriculum coordinator critiques the newsletter and returns it with comments. A teacher who has left our friendly confines asks for the newsletter. When our assistant principal was promoted to another building, he asked that the newsletter follow him to his new address. You won't win everybody but you have to try. Considering that a newsletter takes about 50 minutes of my time to compile, it is an efficient way to convey a weekly message to 38 people, all at their convenience.

It does take time, it takes energy, and it requires money, but a newsletter pays off handsomely in awareness and attitude.

Goals Tips

High school librarians need to keep a firm eye on their goals and a firm hand on their use of time. My system may be useful to others.

The first step is to decide where you want to go. Our district evaluation procedure requires us to set three goals for ourselves, so I use those.

Next, I keep an index-card box with dividers for each of my goals, plus a section for "other." When I read something useful or when I have a sudden inspiration, I scribble a card and file it.

Every Friday after school, I go through the box to plan the next week. Some ideas will have been accomplished, some will not work, and some are long-term and need to be broken into smaller steps. Then I work out the next week's calendar, listing what I hope to accomplish for each goal.

The process of going through the cards helps me to focus on goals and eliminate activities which don't move me toward the goal. *Kathy Fritts, Rex Putnam High School, Milwaukie, Oregon.*

•

Even in a one-man operation, such as my library, goals must be set. At the beginning of the school year, I know I must set realistic goals and have definite ideas about types of materials to purchase. If I don't, there is a tendency to put money where it is not needed most. This tendency can lead to poor management and a poorer collection at the end of the year. Without a goal, there can be no advancement — *Brother Leo Quirion, Notre Dame High School, Niles, Illinois.*

Good Ideas From Your Newsletters

In the May/June issue, we asked for samples of your newsletters. They were fun and informative to read, and filled with good ideas to borrow and adapt. Here are a few, along with the names of the creative writers and editors of these library publications,

Newsletter Titles

Here's the Latest! — Pat Gorton, Shorewood (Wisconsin) High School

Media Matters — Kent Smith and Joyce Whitson, Manhattan (Kansas) High School

Booker's Bulletin — Lauraetta R. Carter, E.E. Smith Senior High School, Fayetteville, North Carolina. This newsletter has been in publication since 1978.

The Bookworm — Marie Harris, editor. Published four times a year for the librarians in District of Columbia schools. Volume 1, Number 1 was the winter 1982 issue.

Media-Gram — Nancy Fritz Bunnell, Mt. Vernon (Ohio) Schools.

The Bookmark — Mrs. D.M. Meredith, East High School, Rockford, Illinois. In addition to staff distribution, the newsletter is posted on the bulletin board for students to read.

The Library Lookout — Eloise Richardson, John Evans Junior High, Greeley, Colorado. The listing of new books and audiovisuals is called "Title Waves." The art work for that column is, of course, an old sailing vessel.

Footnotes — Mary Pat Vocberg, Mt. Horeb, Wisconsin, High School. The newsletter lives up to its name. It is printed on the cut-out of a foot, about size 8.

Media Doings — Clara J. Crabtree, Durham (North Carolina) County Schools

Making It with Media — Augie Beasley, Cheryl H. Foster, and Carolyn G. Palmer, East Mecklenburg High School, Charlotte, North Carolina.

Contests

Books for a Desert Island. Linda Vretos and Pat Liebentritt offered prizes in their newsletter *Tiger Tales* for the best entries in this contest: "For no reason, you've been banished to a desert island. List the five books you'd take with you." To avoid the obvious choices, they stipulated that the banished person had been given a Bible, a copy of "50 Sure-Fire Ways to Escape from a Desert Island," and some other guides and references. Vretos and Liebentritt are librarians at Groveton High School in Alexandria, Virginia. Watch for an article in a future BOOK REPORT about the security system which cut the number of lost books in half and reduced missing books by about two-thirds.

Mr. Legs. Paula N. Deal, North Olmsted, Ohio, reports on a contest sponsored by the media club. Fifteen male staff members posed for photographs of their legs, bare from the knees down. The photos were posted in the media center and voting was by coins. The winning male received a pair of white socks. The media club used the money to purchase paperbacks.

Identify the Media Specialist. Tyrone Webb, West End High School, Birmingham, Alabama, offered free soft drinks to the first five faculty members who came to the library/media center and correctly identified which specialist worked with the materials in the teacher's subject area.

Win a Computer Orientation. D. Schindler, Boonton (New Jersey) High School offered a one-hour orientation in the use of the new computer to the first 15 staff members who signed up.

Services to Other Staff Members

- Income Tax Guides. Nancy Bunnell orders the *Federal Income Tax Guide for Teachers Handbook* and announces its availability in her newsletter.

- Teacher of the Month. A regular feature of *The Bookmark* (see titles above) tells about a teacher who has brought his class to the library for an extensive project, or contributed to the library in a special way such as donating a book or magazine subscription.
- Monthly Calendar. To help teachers relate holidays and special events to classroom work, Margaret Z. Jantzen of South Central Junior and Senior High School, Elizabeth, Indiana, creates an 8½x11 monthly calendar as part of the newsletter. The calendar notes birthdays of famous people, especially writers and historical figures, national observances, and school events. Clip art is used.

  At Ursuline Academy High Schoool, Wilmington, Delaware, Harriet Rechnitz publishes a monthly calendar also, but features offerings on the area educational TV channel.
- Books at a Discount. Merilyn Grosshans offers to place personal orders for teachers through the special account with a jobber.
- Professional Reading. Julie Wales of Hillsboro, Oregon, publishes a bibliography of articles from spring issues of professional journals for teachers' summertime reading. She also publishes a "returning teachers' edition of the newsletter in which she reviews some procedures and makes suggestions for use of library materials during the new school year.

Professional Reading Area. Thanks to the local chapter of Phi Delta Kappa, the professional library in Durham County (North Carolina) Schools receives a complimentary copy of titles published by the education fraternity, including titles from the popular *Fastback Series.*

Other PR Ideas

12 Ways to Love Your Librarian. Betsy Van Name of the New Ellenton (South Carolina) Middle School gave teachers a list of 12 things they could do to make life easier for the library staff. One was: "Show enthusiasm for the library. The students will sense your attitude and develop a habit of going to the library for answers."

Books that Remind Me of Staff Members. Louise Simon offers adults lots of hints about books in the library or on the best-seller list that will be helpful at tax time, for holiday giving (along with the addresses of area bookstores), or for seasonal reading. But one light-hearted touch was matching teachers with book titles that seemed to fit the teachers' personality or specialty — *The Nurse's Story, Playing the Racquets, The Catalog of Cool.* Left for readers to fill in the teachers' name was the title *Some Are Called Clowns.*

Newsletters for Kids

Mary Lorane Davis, librarian at Washington Middle School in Washington Court House, Ohio, publishes a newsletter for the 600 students. It includes word searches, notes about new books, about readings in different genres, limericks, contests in the library (identifying herbs from sprigs, defining unusual words) and news about class projects.

Orientation

A Word to New Librarians, or How to Survive the First Year

By Gloria Curdy & Carolyn Lott

After the exuberance at landing that first job as a school librarian wears off, a feeling of sheer panic often overtakes the new professional. Roleplaying in education class was not the real thing. Now he or she actually has the responsibility for managing a budget of thousands of dollars, training personnel, dealing with a reluctant principal or completely reorganizing the audiovisual equipment schedules.

This advice is directed to the beginning librarian in a one-professional situation in hopes of easing the tension and the anxiety. Librarians who are changing schools may find it helpful too.

•*Study the history of the library.* You need to study the existing patterns or modes of operation before considering any changes. Barring evidence to the contrary, assume that the previous librarian operated successfully. Probably you can use most of the operating procedures without drastic changes immediately. There will be time to evaluate and assess your needs later.

Examine the forms used, statistics kept, data reported, traffic patterns, and anything else that reveals the library's history. Ask to look at any files the principal may have concerning the library and discuss any problems he or she may have observed. Study the board-approved selection policy and the procedures manual for the library, if either is available.

Study the goals and philosophy of the district and any recorded goals of the previous librarian. Locate a yearbook or any other source with photos of faculty and staff to help familiarize yourself with your colleagues. While socializing with teachers and students, take note of their comments about obsolete services or other aspects of the program that hinder use of the library.

•*Organize and Familiarize.* Organize your time from the first day. Keep a calendar of pertinent events and a to-do file in or near your desk where you can refer to them frequently and easily.

National Library Week, American Education Week, special school events, schedules of classes, and birthdays of the aides and volunteers are some items pertinent for a calendar of events. Your to-do file may seem overwhelming at first, but by writing jobs or goals on scrap cards, you can easily prioritize and accomplish them, and then discard the cards.

Set priorities early and organize your time around your priorities. Balancing clerical duties against professional duties will cause the priorities to emerge. The circulation cards, for example, can be prepared by a volunteer, a student aide, or a coerced friend. Don't be caught in the trap of becoming habitually involved in clerical tasks that could be delegated to someone else; more important tasks await your expertise.

Important duties of a professional include scrutinizing the shelves to learn the collection. While examining the collection, you may want to record, on the back of unused catalog cards, any material you think may need to be weeded or pulled. You will want to get to know the curriculum, the students, and the teacher before making decisions about weeding.

Set up scheduling routines for major activities, for class use in the library, and for equipment circulation. Schedule orientations for the library staff, teachers and students. Tentatively set dates for weeding and inventory. Use a year-at-a-glance calendar. If you do not have one, make one and laminate it.

Now that you know the history and are organized, it is time to let the students and teachers know what you have in the library.

•*Concentrate on public relations.* Public relations should be the number one priority on your agenda. Somehow you must be accessible to students, teachers and the community while also being accountable to the school board for adhering to the budget, for enforcing the selection policy, and for maintaining professional standards. This precarious balance becomes your public relations agenda. You must be available for consultation but also have the materials that are needed to meet curriculum objectives.

If you convince a teacher to use the library, you are probably reaching at least 100 students. This ripple-effect is an efficient, effective way to increase use of the library. When you help an individual teacher plan an assignment, remember how difficult it was as a student when you were not aware of the resources available or how to apply them. Remembering that feeling will help you plan the way to approach classroom teachers with a study skills unit. You must empathize with the teacher who has difficulties in planning library assignments, and you must work with that teacher in order to reach the many students in his classrooms.

Both authors are librarians in Missoula, Montanta. Gloria Curdy works at Big Sky High School and has been a librarian for 10 years. She is currently working on a doctorate in education. Carolyn Lott, who works at Hellgate High School, has been a librarian for three years and was an English classroom teacher for eight years before. She has a doctorate in educational curriculum. Both authors have taught university courses and have supervised student teachers.

If you are not as creative as you wish, you can purchase promotional posters from the American Library Association and other sources to advertise the library. If funds are not available in the budget, request special funds from the principal and remind him that the library must be promoted if it is to be a vital part of the curriculum.

Put up a bulletin board inside and outside the library with an enticing theme. Check library magazines for ideas. Recruit students or volunteers to help with the bulletin boards. A bulletin board in the teachers' lounge can also be helpful in promoting the library.

Publish lists of all new materials received in the library. Give the lists to each teacher and administrator, with a request to share them with the students. Keep the lists in a notebook on the circulation desk.

Poll the administrators and the teachers to find out their special and personal interests. Armed with this information, you can watch for books or articles that will give you a chance to get to know them better. (A check list is more likely to be returned than a poll which requires written answers.)

Ask the principal to schedule faculty meetings in the library. Also volunteer the library as the setting for retirement parties and other school functions. Scheduling community meetings in the library is a good way to establish the importance of the library in the public's mind. Suggest that school board meetings be held there at least once a year.

When talking to classes, stress your willingness to help each student. Remind them that they are the reason you are there. If they feel they are important to you, they will want to come to the library.

●*Establish your professional standing.* To insure contact with the faculty, and to establish your place as a media and curriculum consultant, ask to have your name added to the department chairmen's committee and other committees that impact on the entire school. Be sure you have a personal mail box in the central office, not just a "library" box. If you do not have a mail box, you should tactfully let the office staff know that you are a certified teacher. Everyone in the school should be aware of the fact that you are a certified teacher and a certified librarian.

Establish a professional relationship with other teachers by making it clear what you will and will not do. That is, you will not mend books, but you will help plan a unit on reference and research skills.

Participate in your professional organizations at all levels. Be an active member of your bargaining unit. There is no better way of raising the consciousness of your fellow teachers regarding your professional standing than being a member of the organization that bargains salaries!

You can gain a lot of knowledge and kinship by participating in the library association on the local, state and national level. Having a voice in professional organizations gives you networks of support for professional development and in crisis situations, such as proposed cutbacks in library services for your school district or in censorship attempts.

●*Find a mentor.* Finding a mentor you can call with questions will be vital to your job and to your sanity as well. A new librarian needs answers to such questions as, "Where can I find information on bear-baiting?" or "What should I do when a teacher does not stay in the library with his class?" A mentor may be another librarian in the school district or one in a district nearby. Try to meet with this person on a regular basis if possible to discuss problems and to exchange ideas.

Find out if the librarians in your district or your area meet on a regular basis. If not, invite them to your library to exchange ideas and to establish regular meetings at each library.

Lifesaving Tips for Beginning Specialists

☐When ordering a book, record the source of its review on the order card. When the material is processed, transfer that information to the shelf-list card. This card is permanent and will be available when the review source is needed.

☐Write the cost of books and other items above the copy number on the circulation card. The price will be readily available when you need it quickly for lost books or record-keeping.

☐Make a list of things to do for each day. Starting and finishing one project a day is better than starting five and never finishing one.

☐Train a volunteer or an adult aide to file catalog cards. Specify that the cards be left above the drawer rods so you can check the filing.

☐Tape a copy of your rules for shelving media on the ends of book carts used for shelving. Student aides or volunteers can quickly check for answers to their questions.

☐Ask counselors or teachers to recommend their best students for library aides. Do not accept "problem students." Have criteria and job descriptions for aides.

☐Use "in" and "out" boxes for films, videotapes, and other software.

☐Use dittoed or photocopied notices to place in teachers' mailboxes when expected new materials arrive in the library.

☐Laminate cards to be used for notifying teachers that requested films or videos are ready to be picked up.

☐Place the day's circulation cards in front of the current date-due drawer. When they have been counted, sort them by Dewey number and count and record these statistics before filing. This may seem like more work, but it makes finding the cards much easier and will save time in the long run.

☐Type the complete surname on the spine label of the 921 books. This helps with shelving and finding the books.

☐Ask for assignments from teachers before the students see them. By doing a little research before the class arrives, you will seem well prepared.

☐Look at the job description for your position and assess your own best skills. Concentrate on those while working to improve other skills.

☐Locate a lesson planning book from the central office to use for scheduling classes and equipment until you produce a calendar that suits you.

Library Assistants

Getting Started On the Job

Vlasta K. Blaha

So you've just been hired as a library assistant in your local elementary school. You love books and reading, use the public library regularly, love to work with children, and are anxious to share books with them. FINE! But what else is involved in being a library assistant? What exactly do librarians do? And what do you need to know about school library work? (Even if you are not brand new on the job, you might want to think about how to improve your present working relationship with your librarian.)

In order to develop an effective and enjoyable relationship with the librarian, you'll need to learn about the job responsibilities and about your librarian as a person. After all, you will be sharing responsibilities and work space. To develop a good working relationship with your librarian (or improve on your current situation) consider these suggestions—

•**Read the library handbook of procedures.** Become familiar with your job description. Ask for a demonstration of specific tasks, procedures, and equipment.

•**Refresh your typing skills.** Accuracy is crucial in all library work. Take time to proofread carefullly and double check spelling.

•**Ask questions.** Don't assume anything! Clarify your job responsibilities and be sure you understand the procedures for processing and circulating books. Know the rules that the students must follow.

•**Ask for review of your projects in progress.** Schedule a project evaluation time to clarify tasks and report on progress. You'll learn more and your librarian will appreciate being kept informed. Perhaps procedures need modification before completing the project. Unless you get together and review your ideas, neither one of you will realize what changes should be considered.

•**Keep the librarian informed.** If your working hours do not overlap with those of the librarian, keep in touch by writing notes about your progress or about problems that may occur. Let the librarian know about teachers' and students' requests for materials. This kind of communication will be appreciated.

•**Compare your work style with the librarian's.** Consider how your working relationship may be affected by differences in work styles. Is one of you neat and tidy, keeping a clear desk at all times? How will you manage with a pack rat who stacks piles of clutter everywhere? Talk it over and adapt. Make adjustments to adapt your style to better match the librarian's. Since you will be sharing work space and materials, agree on a system for keeping shared items accessible to both. Nothing is so frustrating as not being able to locate the staples when the stapler is empty.

•**Respect professional confidential information.** Keeping the librarian informed differs from gossip about teachers, students or parents. Remember that certain kinds of information should not be repeated at home or in the teachers' workroom.

•**Remember the librarian has the final responsibility for library operations.** You may share certain responsibilities but the librarian is responsible to the school employer. He or she should not be surprised by actions you have taken. Keep the librarian informed of special situations when they arise. Help foresee preventive measures for possible problem situations. Take the initiative to handle new situations as they arise but keep the librarian in touch with these new developments.

Here's the only suggestion that involves a "don't". Don't ever leave stacks of cards unlabelled—Not even overnight. All book cards and catalog cards should have a place where thay are kept while in process. Cards should be secured and labelled.

Considering this list of sugestions will help you develop a more effective and enjoyable working relationship with the librarian. It will, however, take time to build a truly synergistic relationship, one in which your cooperative efforts have a greater impact than the sum of your individual efforts. You'll both need to develop a sense of give and take, especially when there are shared responsibilities. Learn when to be flexible in attitudes and personal preferences, but be firm and consistent in following procedures.

Most of all, *enjoy* the variety of your work. There will never be a spare or a dull moment in the school library.

Vlasta K. Blaha is the Library Media Specialist at Colby Elementary School in Colby, Wisconsin.

Library Assistants' Column

Learning on the Job

The columnist begins a series on self-education with a look at printed materials that are easy to obtain.

Vlasta K. Blaha

Last spring in this column we asked readers to let us know what types of responsibilities they had in their schools. The responses indicate that many of you are responsible for all areas of library service in your schools, from book selection to author visits. Often these responsibilities are accomplished with little direct supervision from a certified librarian. Several assistants indicated that they consulted with the supervising librarian only once or twice a year, and then only by telephone.

Finding themselves working independently and being responsible for all phases of library operation, some respondents asked, "What should we know that university-trained librarians already know?"

This column is my initial attempt to answer that question. Because of the scope of the question, I expect to devote several columns to "learning on the job." Each column will focus on a different area. Each column will also include a list of what I consider basic books for every librarian's bookshelf.

Actually, learning on the job has some distinct advantages. With your on-the-job experience you will be able to determine what type of information is most relevant to your job responsibilities. Combining theory with practice, you'll be able to apply your new knowledge to library situations.

Here is a brief review of national, state and local sources of information that are available to all of us.

Information Power, published in 1988 by the American Library Association, was prepared by the American Association of School Librarians and the Association for Educational Communications and Technology. It represents national viewpoints on how school libraries should operate. The topics include management, resources, equipment, and facilities. According to its introduction, the guidelines provide "a vision for developing and implementing quality programs." Becoming familiar with the ideas expressed in this document will enable you to see the larger picture.

Your state education agency publishes standards for the school curriculum. You must be aware of those standards so you can select materials that support the curriculum. It's also important to stay abreast of the state legislature's mandates. For example, the Wisconsin legislature recently enacted a law requiring the teaching of American Indian history, culture, and tribal sovereignty issues in the elementary grades. Librarians in the state will need to select books and other media on this topic.

I make use of the services and materials available through a variety of local agencies that support libraries and schools. Some of the agencies that I find helpful are: the public library, the regional branches of the state department of public instruction, nearby universities, library associations, and the state reference and loan library. These agencies' newsletters and catalogs keep me up to date on available materials and services. Our public library also provides on-site consultant services and writes grant proposals for automation projects. You may find these and more services available in your state.

Obviously, you're already aware of magazines for school library staff because you're reading LIBRARY TALK. Professional magazines are great ways to keep up to date on new trends, obtain information on specialized topics, and find reviews of new books and materials. The catalogs of large magazine jobbers, such as EBSCO, list specialized library magazines. Investigate several.

Some specialized library resources may be too costly for your budget. Remember that you may be able to borrow copies of the more expensive books and magazines from your state or regional educational agency or from an interlibrary loan source.

Learning on the job requires time, effort, and lots of commitment. Those of you who responded to our survey have already indicated a high level of interest. The result can only be self-improvement, better service, and ultimately feeling better about your job and yourself. Becoming a lifelong learner makes your life and your library job more interesting.

Vlasta K. Blaha is the Assistant Principal at Colby Elementary School and the Library Media Specialist for the Colby School District, Colby, Wisconsin.

I'm A Paraprofessional! Want To Make Something of It?

From vivid memories of her years as a paraprofessional and current gratitude to those she works with now, the author has some suggestions for drawing lines.

Alice Wittig

The answer to my question in the title is: I sure do, but first I want something spelled out and "on the dotted line." I'm not sure why we use that expression except that all kinds of lines help to make things clear; street crossing lines, outlines, goal lines and guidelines. The line I'm concerned about is a line I respect, the one between paraprofessional and professional. I resent anyone trying to take it away.

The reason for my resentment is that the most important thing about working in a library with young people is enjoyment, theirs and mine. Enjoyment is what gets lost when the lines start to blur.

The fact that great enjoyment, intellectual stimulation, creativity, and interaction with people of all ages is available to all school library employees can lead us to scuff this important line. In an article titled "We Are All Professionals" in the January/February 1990 issue of *Library Mosaics*, Julianne Houston and Judy Orahood state that "professionalism is defined by attitude and motivation and a positive self-image driven by the desire to increase knowledge." Absolutely true, the professional and paraprofessional alike share in the opportunity to give and receive a zest for books, knowledge and living, but watch out. When the yearly budget crunch comes, paraprofessionals take two steps to the rear; it is the professionals who must fight the battle. They also must actively lobby in administrative circles and attend meetings, all of them. All of us diminish ourselves when we don't honor the differences in responsibility.

The paraprofessional performs a variety of tasks dealing with children, information and equipment. The professional pushes for funds, actively lobbies in administrative meetings, and provides goals and direction for the program.

In the ideal world there would be a professional behind every paraprofessional. At the present time in my state, California, there are large gaps between professionals; many districts have none, leaving the libraries in the hands of actively caring paraprofessionals. The line is still there, but the staff member is being asked to stand with a foot on either side of it, with more responsibility but no more power, little chance of an overview or supervision, and often no support.

Power and Overview

When I talk about having power, I mean being on the committee that allocates funds, having a direct line to the finance officer's desk, and talking frequently to the people who are responsible for library funding. If you don't have power now, and there seems to be no direct and comfortable line of power to service your job, how can you find some? Here are some ways:

Get an advocate. Pick an interested teacher or administrator, someone library-oriented, and deliberately work with him. Tell him your needs and ask him to speak for the library on the vital committees. Ask this teacher or another to speak for the library in the teachers' union meetings. Keep your advocates informed of the progress of the program and share with them the rewarding successes you have. Give your special contacts copies of handouts, posters, bookmarks or announcements that you want distributed. Everyone likes to be handing out good news.

Accept power if it floats your way. Power has the strange quality of sometimes being closely guarded and sometimes up for grabs. As a library staff member, I approach the boss:

> ME: Good morning, Mr. Gray. I have a problem with extension cords. The only two good ones seem to be missing after last Saturday's game and I didn't have enough for the equipment as it was.
>
> MR. GRAY: Well, that's too bad. Just leave a note on this pile, not that pile, *this* pile, and I'll get around to making out a requisition form sometime.
>
> ME: Thanks, Mr. Gray. Would it help if I wrote up the requisition? Then it could get up to the district office by this afternoon.
>
> MR. GRAY: Why, yes it would. Thanks.

I know, that means taking on an extra task, but with the extra work comes power over an uncomfortable situation.

Overview is the second item missing when the line melts away, leaving the paraprofessional in unclear territory. Without an up-to-date job description and the close supervision of a knowledgeable librarian, little things begin to creep in. Little things like more hours, more tasks and more kids. Now is the time for all of us to draw the line again and to examine what is we spend our time on:

Chart the facts. Draw some lines of your own and chart how much work you do. The facts may surprise you. Increased library use and circulation can measure success as well as burn-out.

Speak up. Gather enough facts to give yourself an overview and then tell someone—your supervisor or advocate. Better yet, tell two someones.

Support

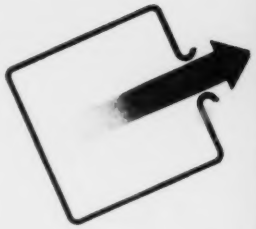
We all need two kinds of support, personal and job related. Sometimes we can locate both in one place.

Find a network. Look for organizations that can help you and provide support. Many professional organizations actively encourage paraprofessionals to take part. Can you identify any group of library workers in the area who could give you suggestions? Does a county office offer support and information? Finding even one person to call for information and understanding can be a big help. If nothing exists, perhaps we are the ones to start the group.

Continue your own education. Nothing makes me feel better about myself than to realize that some tactic that I've been using is considered by others to be headed in the right direction, or to be a usable idea for them. And nothing gives me more energy to start off a week than one new idea that I can carry back to my situation. Find out about inservice programs and classes that might interest you. Then ask for time and financial support to attend. The line between paraprofessional and professional does not exist in the world of ideas and learning.

If our programs are to be successful, we must work together. If the paraprofessional is not responsible for something, then he or she needs to know who is going to do it. To work together we need clear lines.

Alice Wittig is the District Librarian in the Mendocino, California, Unified School District. She has worked as a paraprofessional in a library and now works with paraprofessionals in her current position.



Who Are We?

By Veronica Cooper

Is it time for the profession to define the management, instructional and administrative tasks that are unique to the librarian's role in the school? This writer thinks so.

The concept of the school library, so dear to our hearts, seems to meet with less than enthusiastic support from our administrators and teachers. How can this be in a rational world?

Public school libraries arrived on the educational scene during the 1600s, according to Patricia Freeman, author of *Pathfinder: An Operational Guide for the School Librarian* (Harper & Row, 1975), "but they did not prosper." The first set of standards for secondary school libraries wasn't published until 1920, after a national survey of English teaching revealed serious deficiencies in the library program. Even though more standards were published over the following decades and state laws provided for funding, a U.S. Office of Education report in the late 1950s showed that one- half of the nation's high schools had no library.

The great impetus for developing school libraries came during the 1960s with federal funding such as the National Defense Education Act and the Elementary and Secondary Education Act. With these funds came questions about the role of the school librarian.

The literature of school librarianship is replete with vague, generalized, unsubstantiated and idealistic advice concerning the role of the school librarian. Some educators embraced the concept of the professional media specialist during the years of fiscal plenty and the number of school librarians increased. However, research showed that librarians themselves had not embraced the new technology nor the newly created media. As a result, other research showed the ambiguous role of the librarian within the school setting. Librarians themselves listed as a major concern the "frustration" they felt because other members of the school staff did not know what the librarian's job entailed.

Much has been written about who we are and what we do. Little research is available concerning the actual daily tasks of librarians or the procedures necessary to make information available to students. A striking feature of the professional literature is the writers' exhortations to the librarian to take charge of his responsibilities to teachers and their curricular needs. He is asked to be part of curriculum planning committees, to attend department meetings and to create schedules for teaching library skills to teachers and students. It is my experience that the librarian is a part of a staff just as any other teachers are and he is not often in charge of his work to this extent. The principal is the manager of the school.

All too often librarians find themselves teaching principals and teachers, often at great expense of time, about the basic function of the library in today's society. In addition, teachers have often had miserable experiences with libraries during their own school and college careers. As a result, librarians could have a whole new career of training teachers and explaining the reason for having librarians in the school.

So where is the role statement that will get us out of this dilemma? Here's the rub. How many of you are currently being evaluated with the teacher's evaluation procedure in your school? Where is the management section that lists the procedures you must go through to make materials available? The most difficult question is, Why haven't we created this process for ourselves?

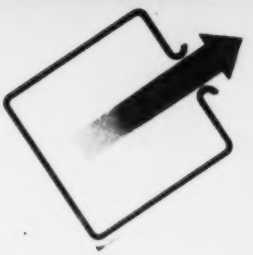
My research of secondary school librarians in Virginia found agreement that the librarian performs these tasks:

- provides access to print and audiovisual materials through a card catalog or other records
- provides circulation procedures
- supervises library staff and volunteers
- organizes print materials
- maintains a selection policy
- selects and purchases instructional materials
- maintains records of expenditures from school, district and federal funds
- maintains a policy for weeding materials
- helps plan library facility changes.

We are a profession spawned out of the need for knowledge and its accessibility, nurtured by Sputnik and the federal funds of the 1960s and 70s, and swamped by the technology of the 80s. We are creating daily and individually our place in the school with little heed to the expectations of others or of ourselves. Whatever we can afford in the school seems to set the parameters for our existence.

I submit there are generic procedures of information management and student instruction on which we could base the role of the school librarian rather than on the rhetoric of "service" and "clerical tasks." It is time that we begin to consider our role as one that is defined by these fundamental procedures.

Veronica Cooper is the supervisor of library services for the Chesterfield, Virginia, County Schools.



Goal Setting & Evaluation

By Edna M. Boardman

At first a nonbeliever in written goals, this librarian finds that her goals have become the basis for a realistic evaluation.

I groaned when the principal first asked me to write my goals for the year. Here was another chore to add to a crowded day.

I had always set goals mentally and charted a general course, but goal writing itself was a problem for me. The last time I had done it (for the school accreditation process), I realized within a few months that the goals set in the enthusiasm of a brainstorming session did not clearly represent what I wanted to spend my days doing. Nor did it project a creative design for the long-term growth of the library.

I also felt that supervising principals, who had special difficulty in understanding the librarian's role, seized on some item in these goals to praise or criticize in evaluation. Since I regarded these goals as incidental to my work, the evaluation wasn't helpful.

However, after agonizing, I came up with a dozen goals I more or less wanted to accomplish, and, with some trepidation, gave the list to the principal.

But, a number of surprising things did happen as a result of the goal setting. Writing the goals brought my commitment to them into focus. It helped me perceive more clearly that my daily priority was the quality of each student's experience in the library. Other jobs, while important, merely supported this basic function. When the time arrived for my evaluation conference, the principal asked me to bring a copy of my statement of goals.

For the first time in my professional life, the evaluation conference had solid meaning for both the principal and me in terms of the purposes of my singular area. Before this, in procrustean style, we had used the evaluation form developed for classroom teachers, trying to find items that pertained to my work and crossing out the other items.

Now, with my list of goals before us, the principal knew what I saw as my unique place as an educator. We discussed specific elements of the library and how they fit into the whole school program. The principal then developed an observation form based on the goals.

Now that I've had six years of annual goal-setting, I've found some procedures that make goal-setting a useful evaluation tool.

- Know your district and school philosophy and show in your goals that what you do is essential for accomplishing the aims of this philosophy.
- Integrate the library into the whole school program. Look at your building-level goals and those set by your state and accrediting agency. To the extent that the administrators let you know their purposes, see how yours fit in. Once you become sensitive to this process, you will perceive many unwritten aims. Listen to what the people around you say is important to them. Take all of this into account.
- Jot ideas down as you think of them. Keep the ideas in a file until it's time to write the goals. Complete your objectives for the following year before you leave the building in the spring; revise them in the fall.
- Show that you know current education theory. Concepts such as lesson design, performance-based outcomes, and mastery learning should appear in a knowledgeable context (if the staff in your school thinks in such terms). New concepts move more readily into practice if they are written into your intentions.
- Divide your goals statement into sections to help you see important issues. I now use this organization:

1. Quality of daily operation.
2. Relationship with students, staff and school program.
3. Internal operation.
4. Professional development.

- Share your goals as you see fit. If some are tentative, keep them in your private file until you are sure of what you want to do. Others could be published in the library newsletter.

Even if your supervisor has never asked you what your goals are, a well-thought-out personal statement is not likely to be ignored when evaluation time comes.

Edna M. Boardman is Library Media Specialist for Minot High School, Magic City Campus, Minot, North Dakota

Library Management

Planning by Annual Report

Catherine M. Townsend

Almost everyone agrees on the need for planning. In fact, the new school library guidelines in *Information Power*, produced by the American Association of School Librarians and others, contains a detailed planning process.

In the school library, the data needed for the planning process can be found in the library itself at the close of the school year. Assembling the data can be simple matter if the assembly is planned for at the beginning of each year. File folders marked "Memos/Handouts," "Faculty Meetings," and "District Notices" are an efficient way to collect these items as they are generated or received during the year.

Listed below are examples of records that can be kept without a great deal of trouble.

- Equipment log. A monthly calendar with ample space for daily noting of the equipment used and the teacher's name.
- A weekly TV broadcast schedule, noting teachers' names and programs scheduled by class period.
- Conference planning tally, noting all planning conferences with individual teachers.
- Processing log, which records new titles added by subject matter, funding source, and format. These sheets can also reflect any weeded, lost or transferred materials.
- List of invoices and orders by funding source and format.

This paperwork sounds like a lot of "busy work" but it adds little extra time to a daily routine. Except for the tally sheet for planning conferences, each of these schedules details a part of the everyday library program. The equipment and TV logs are an absolute must to keep those activities operating smoothly. If you are dealing with a flexible schedule, a daily planning book helps prevent overlaps or inadvertent "double-ups" of classes.

Converting the information contained in these schedules and logs requires approximately two days of sorting, counting and figuring.

While the annual report serves to let the administration and community know about new and continuing programs, it also serves a valuable purpose for you and your planning of services. For example, the annual report can reveal

- weaknesses in the collections that need to be addressed. This might include areas that have too few titles or are seldom circulated.
- strengths and weaknesses in the services offered to teachers. This might include such things as equipment shortages (too few projectors for the demand), popularity and success of instructional television series and program, and department use of the library.
- growth or reduction of the budget from year to year.
- growth or reduction in the overall collection—where it is growing or just staying even because of obsolescence and lost materials.
- access to the library for all members of the student body.
- use of the librarians' time.

The information found in the annual report that pertains to the time-on-task of the librarians will be particularly helpful to you. You will find that most of your time can be broken down into consulting, teaching library skills, assisting students with research, conducting the library schedule of reading motivation and special programs and activities, and "professional housekeeping." Included in professional housekeeping would be cataloging and processing materials. Clerical housekeeping tasks would also be included here.

The final section of an annual report should include a discussion of goals. Budget requests carry more weight if the need can be proven. The annual report should offer evidence of this need. Changes in services or programs are more readily accepted if they are supported by facts and figures.

In the long run, perhaps the most important reason for producing an annual report is that it tells you, your replacement, the administration and the community what you did, how you did it, and what you hope to do in the future.

Catherine M. Townsend is the Media Specialist at McCormick Middle School in McCormick, South Carolina.

The Multipurpose Annual Report

Lesley S.J. Farmer

School library annual reports may cost less than corporate reports, but they can be just about as effective.

In the business world, the annual report tells stockholders and others about recent developments in a company. Nonprofit organizations often use the annual report to give members and contributors an accounting of activities. According to Oscar Beveridge, author of *Financial Public Relations* (McGraw-Hill, 1963), "When an annual report is developed to its full effectiveness, it is the greatest sales tool, persuader, good will builder and educational device in management's public relations kit." The school library can borrow the annual report concept for much the same purposes. For example, the library report can serve several functions. It can

—sell the library to students, teachers, administrators, and the community.
—project a specific image of the library.
—educate the community about library services and use.
—highlight a unique service.
—recognize staff efforts and school and community support.
—demonstrate progress.
—point out needed changes.
—serve as an evaluation tool.

If you already produce end-of-the-year, statistical reports, you may want to think about a more comprehensive document, one that approaches the business report in scope if not in cost. If so, here are some basic guidelines and suggestions.

Planning & Purpose

Because of the wide variety of interests represented in the school community, you should plan the annual report carefully. Answering the following questions should help bring purpose and possibilities into focus.

Who is the most important audience? Why? What do they want to know?

What aspect of the library program should receive the greatest emphasis? Services, collection staff, facilities? Why?

What was the greatest accomplishment this year?

What direction does the library intend to take next year?

What outside considerations influenced the library's development this year?

What role does the library play within the school and the community?

What are the library's strengths and weaknesses?

How much time and money can be devoted to the annual report?

By answering these questions, you should begin to see some patterns. The main objectives for the report (promote the library's services, show the need for a larger budget, and so forth) and the intended audience should become more apparent.

Parts of the Report

An annual report should include the following information.

A *general letter* or summary of the year. Many of your readers may read no further than this letter. For that reason, keep the letter brief, well-written and clear. Highlight the important developments of the year and the outlook for the future.

In the *main body* of the report, you will want to describe each aspect of the library operation in a separate section. Tying the sections together with a theme can liven up the report. (Examples of such themes: "Taking the Mystery Out of the Library" or "Behind the Scenes at the Library." See also the boxed copy.)

Most reports conclude with a section of *statistics*. In addition to figures on circulation and collection development, you should note individual and class use of library services, kinds of services performed, products developed (bibliographies), changes in staffing and facilities, fund-raising efforts, and general budget information. Graphs will help the reader get the picture here.

Lesley S.J. Farmer is the Library Director of San Domenico School in Corte Madera, California. Her articles on management and computer use appear frequently in THE BOOK REPORT.

Format

Remember that your readers are bombarded with print daily. You will want to find ways to make your annual report stand out. Collecting and reviewing others' printed materials (annual reports, newsletters, pamphlets) can provide a variety of attention-getting ideas. Look especially for features in the publications that appeal to you. For example—

- *Writing Style.* Is the text in a formal narrative style or have the writers adopted a breezy, conversational style? Are the paragraphs long or short? Are quotations or testimonial statements included? How are statistics handled? Are sample products or excerpts of in-house documents included? (Will you include bookmarks, bibliographies?)
- *Typography.* What type face or style seems most pleasing? What sizes and styles are used?
- *Headlines.* Do headlines and subheads appear frequently?
- *Columns.* How many columns are used on a page? How wide are they?
- *Visuals.* Are photographs, illustrations, diagrams or charts included? Are the visuals captioned?
- *White Space.* How is white space used? Is this use effective?
- *Color.* Do the publications use more than one color. Is it effective? (Generally, using a second color in addition to black is costly. A less costly alternative is to print black ink on colored paper.)
- *Dimensions.* What size is the report? How many pages does it include? A standard 8½ x 11 sheet is easy to file, but a larger page size can be more dramatic.
- *Printing.* Your budget will determine the printing method used. Having the annual report printed commercially can certainly add to a professional look. However, neatness and clear reproduction are all-important no matter which printing method is used. Desktop publishing programs have facilitated some in-house productions.

If you decide to work with an outside printer, be sure to talk with him about the preparation of the copy and the visuals. Also, determine in advance what services the printer will provide and their cost.

Distribution & Other Hints

When you have decided on style and format, you should establish your deadlines for producing the finished report. Remember to allow time to clear the final version with the administration according to the policy in your district. Then you will need to decide how the report will be delivered to your audiences (at meetings, through school mail, by first-class postage, or a combination of these methods). The delivery method can have a bearing on the format you choose.

Ways to Make the Annual Report Sparkle!

Here are a dozen format ideas for a library annual report.

Tabloid News. Imitate the style of the flashy, mass-appeal newspapers. Have fun with startling headlines.

Yearbook. Emphasize the involvement of the library in curriculum by devoting sections to each grade level.

Photo Album or Scrapbook. Develop the text around happenings during the year. Be sure to include students and teachers in the photos.

Storybook. Weave a story about the year in the library.

Photo Novella. Write the text as captions to photos.

Report Card. Give letter grades to each aspect of the library operation.

Banner. Print the report on paper that can be folded in accordion style. Print the annual report on one side only and make the other side the banner.

Poster. Combine illustrations and copy to create a poster about the library.

Blueprint. Show the plans for a successful library year.

Calendar. Describe and illustrate one aspect of the library for each month. The ambitious librarian can produce a 52-week desk calendar.

Recipe Book. Print recipes for creating a delicious year in the library. The "recipes"could be hole-punched and collected on a ring.

Video. Tape all activities throughout the year and produce an annual report on video.

A Goals-Based Annual Report

By Diane Pozar

I prepare an end-of-the-year annual report that is based on the goals given to the principal at the beginning of the school year. In the report, each goal is listed again and its achievement evaluated by a description of the year's events.

Often a goal may be only partially achieved in a year. If so, I explain the start that has been made and outline current plans to achieve the goal in the future. (This is helpful in requests for an increase in the budget.)

Generally I have four or five goals for a year. The monthly statistics I keep and the activities in the library generally are related to one of these goals. During the year I prepare monthly reports, which are divided into these sections:

1. Students. Individual assistance and class visits are included here, often with a sampling of the reference questions answered by library resources.
2. Staff. Included are the number of previews held for teachers as well as other services.
3. Professional Development. This includes workshops and meetings I have attended.
4. Technical Work. Books processed, cataloging, and weeding.
5. Highlights/ Accomplishments. This category includes special programs and projects.
6. Unmet Needs. Topics on which we have no library resources or services we cannot provide.
7. Statistics. This section contains all the figures on circulation, equipment requests, and interlibrary loans.

The annual report goes beyond the monthly reports to show how the numbers are related to the total library media program. The annual report is prepared on the MacIntosh computer. Clip art is added. The report is given to the building and district administrators.

Diane Pozar is the Library Media Specialist at Wallkill High School in Wallkill, New York.

Performance-Based Evaluation: The Missouri Model

By Shirley D. Ross and Marge Hagerty

Librarians in Missouri have designed an evaluation document that is already winning plaudits from the profession. The authors played important roles in making this document a reality.

"This is so much better! I always resented being evaluated as a classroom teacher when my job was so much more varied and different." This was a typical response from Missouri school librarians to a new evaluation form developed by and for the profession.

Conversion to the new system has been remarkably rapid. The state department of education mailed the model document to all districts in December 1985. As of April 1987, the document had been used in over half of the librarian evaluations conducted in the school year.

The Missouri Model, as it has come to be called by other state associations, was developed by committees of the state department of education and the Missouri Association of School Librarians (MASL). The first action was a meeting of the state commissioner of education and a task force of MASL to discuss the need for improved state supervision of school librarians. Missouri had no state director of library media services and librarians had become increasingly disturbed by the fact that most were being evaluated by forms developed for classroom teachers.

A performance-based evaluation document had recently been approved for classroom teachers. The state officials and MASL members agreed that a similar document should be developed for media specialists. A member of the MASL was asked to appoint a committee and create a plan of research and action.

A "Committee by Mail" of 30 media specialists was invited to participate in developing the document while a smaller group coordinated research and wrote the evaluation form.

The committee studied samples of evaluation forms currently being used in school districts in Missouri and other states. (It became apparent that librarians in other states were no nearer than Missouri librarians to having acceptable documents, but the need for them was generally admitted.)

Excerpts from the ten most usable documents were sent to the 30 members of the large committee for their comments. (The committee represented all district sizes, geographic sectors and grade levels.) The coordinating group then met for long hours of study and wrote a rough draft. The four general performance areas used in the teachers' evaluation document were retained, but the criteria and descriptors were changed to reflect librarianship.

The draft, sent to members of the state department committees and the association, was approved as written with almost no changes.

Along with the criteria and descriptors (see boxed copy), the model includes a pre-observation worksheet, a formative observation form, a job target sheet, and a summative report form.

The *pre-observation worksheet* is designed to give the evaluator the goals of the library program early in the school year before observations are made. At that time, the expected performance levels can be determined. The evaluator records information from informal and formal observations over several months on the *formative observation form. Job target sheets* allow the evaluator to note needed improvements in performance.

The *summative evaluation form* uses the information obtained during the formative evaluation phase. It lists the four major performance areas and the specific criteria for the areas. On the summative evaluation form, the librarian is rated by one of four performance levels for each criterion: two of the levels are below expected performance, one is at expected performance, and one is above expectations.

The completed document and the report forms were mailed to each district superintendent by the commissioner of education. The MASL took an active part in publicizing the evaluation document. Many districts adopted the model. Others adapted it to their own circumstances. (After the document was presented to other groups and at sessions of the

Shirley Ross is the librarian of the Lexington, Missouri, Middle School. She has held the offices of president, vice president and treasurer of the Missouri Association of School Librarians. Marge Hagerty chaired the committee that developed the Missouri Model. She is an elementary library media specialist in the Park Hill School District.

Minneapolis meeting of the American Association of School Librarians, a large number of requests for the document have come from many states and foreign countries.)

A year after the document was distributed, the original MASL committee surveyed districts for their reactions. The results of the survey were eagerly awaited. Some of the responses, however, revealed unexpected attitudes toward the evaluation document. One librarian wrote, "I like it, but my principal says it takes too long." Another reported that she had been told to complete the form herself and it would be compared to one filled out by the evaluator. Similar comments indicate that there is still a need to help evaluators feel comfortable with this new document.

Other responses showed the advantages of the new performance-based evaluation. "It gave me an opportunity to discuss my position in terms relevant to my activities and performance," a librarian from a large school stated. Another commented, "...my principal spent more time in the library than before and has a much better idea of what I do."

After more than a year of access to an approved performance-based evaluation form, it appears there is still much ground to cover before all librarians are evaluated equally. Some positive results, however, are clear:

- Superintendents and principals have a much clearer understanding of the programs and services administered by school librarians.
- Personnel in the state department of education have more information about what occurs in school libraries over the state.
- Evaluators have a document that takes into consideration all the functions of the school librarian.
- The document sets high standards for school librarians and encourages high performance.
- The document emphasizes the critical role of information retrieval in the curriculum.
- The existence of the document has given librarians recognition as a valuable part of the school community.

Qualifications for the Position of Media Specialist/Librarian

This list of qualifications was prompted by a letter from a librarian experiencing burn out that appeared in the May/June 1986 issue of THE BOOK REPORT.

A great sense of humor for the times you're kidded about "dusting shelves," "stamping books," or "needing a college degree" for your job.

A magic hat to turn limited library funds into quality programs.

The ability to smile and bite your tongue at the same time.

A thick skin, able to withstand critical comments from teachers and students.

A strong foot for all those times you kick equipment when all else has failed to make it operate.

The willingness to find ways to meet requests rather than finding excuses.

A crystal ball to assist you in reading minds while attempting to understand vague reference questions.

A forgiving nature toward all those who find fault.

The uncanny ability to change the lamp in a projector, answer a reference question and schedule equipment while talking on the telephone.

Persistence to sustain yourself while you try to convince teachers to coordinate library skills instruction with classroom assignments.

Plenty of patience in waiting for answers from teachers, looking for answers for students, and accepting answers from administrators.

The ability to accept well-meaning advice and ignore unfounded criticism—and the common sense to know the difference.

A personality that offers a lot of service with a smile.

—By Augie Beasley and Carolyn Palmer

Are We Doing What We Think Is Important?

By Barbara K. Barrett & Isabel Schon

In a descriptive study, the researchers asked secondary librarians in Arizona and Idaho what they were doing and what they wanted to be doing.

The purposes of this study were to determine what services practicing librarians in Arizona and Idaho believe are the most important and how much time they spend on these services. In October 1987, a questionnaire were sent to 113 randomly selected middle school, junior high and high school librarians in Arizona and to 100 in Idaho (for a total of 213). One hundred and twenty-seven responses were received, with nearly equal levels of response from both states: 60.6% from Arizona and 59.8% from Idaho.

The Arizona schools ranged in size from a junior high with 110 students to a high school with 2,763 students. The Idaho schools were smaller. The smallest was a 50-student high school and the largest was a high school with 1,760 students. Besides the smaller enrollment in Idaho schools, there was a greater variety of grade combinations in the Idaho schools.

There were also staffing differences between the Arizona and Idaho libraries represented in the study. All of the Arizona schools reported at least one-full time certified staff member. Idaho librarians reported that 3% of the schools had no certified personnel. In addition, at least two of the Idaho schools had only part-time certified staff members. In Arizona, 15% of the schools had no clerk technician positions. Idaho reported 54% of the schools without this help. Having more than one certified professional was reported by 26% of Arizona schools, while only 3% of the Idaho schools reported this level of staffing.

In analyzing the responses, we grouped the schools as high school (grades 9-12) and non-high school (grades 5-8) by states. This was done to simplify the analysis by reducing the number of grade variations, and, at the same time, to allow for an examination of any differences between the two levels. A school was considered a high school if it included grades 11 and 12 with any other combination of grades. This meant that 63% of Arizona responses and 69% of the Idaho responses were considered high schools. All others, most of which included grades 7 and 8, were considered non-high schools.

Important Services

Asked to identify the two most important services provided for students, over three-fourths of the librarians said that assistance in research assignments was most important and over 50% said teaching library skills.

The two most important teacher services were also identified. High school librarians of both states indicated that selecting materials suggested by the teachers was an important service. Assisting teachers in planning a research unit was selected by 60% of the Arizona librarians. Even though it was the second most important service according to the Idaho high school librarians, less than half of them selected it. Only 28% of the Idaho librarians below high school level rated this as an important service. They rated providing audiovisual assistance higher.

Services Not Provided

The librarians were also asked to identify which of the listed services they did *not* provide for students or teachers. Again, there was little difference between states. Providing software and computers for student use was the service most likely not to be offered in Arizona and Idaho school libraries. Teaching basic skills to remedial students was a service not provided to 35% of Arizona high schools, 66% of Idaho high schools and about 40% of the remaining schools. Giving booktalks was another service not provided in about half of the schools except the Arizona middle and junior high schools, where about one-fourth of the schools did not provide this service for teachers.

Most Important Student Services

Service	Grades 9-12 Ariz.	Grades 9-12 Ida.	Grades 5-8 Ariz.	Grades 5-8 Ida.
Assist with research				
Individual students	86%	83%	80%	83%
Groups of students	84%	78%	72%	83%
Teach library skills	60%	56%	52%	61%
Assist with recreational reading choices	30%	29%	40%	33%
Provide assistance with audiovisual materials & production.	5%	5%	4%	6%
Teach basic skills classes for remedial students	-	-	8%	-
Provide computers & software	5%	2%	-	-
Other	5%	2%	12%	-

Most Important Teacher Services

Service	Grades 9-12 Ariz.	Grades 9-12 Ida.	Grades 5-8 Ariz.	Grades 5-8 Ida.
Select materials suggested by teachers	60%	66%	32%	44%
Assist with planning research units	60%	46%	68%	28%
Prepare bibliographies on request	21%	29%	28%	11%
Assist with audiovisual materials & production	21%	22%	16%	33%
Give booktalks to classes	5%	5%	24%	-
Other	5%	2%	4%	-

Interestingly, the services not provided were the same as those that were ranked low in importance (teaching remedial reading, booktalks, and providing computers and software).

What Librarians Would Like to Be Doing

All but five of the librarians responded to the question "What is the most important thing you are not doing in your library that you would like to be doing?" Most of the responses—66% from Arizona and 56% from Idaho—involved being able to provide more direct services to teachers and students. These responses did not vary by grade level, but there were some differences between states. Providing more audiovisual services was the response of 16% of the Idaho librarians, but only 6% of the Arizona librarians.

Automating the library for management purposes was a wish of 22% of the Idaho librarians and 17% of the Arizona librarians. Only one librarian wanted to have neat shelves.

The reasons for not being able to provide these services indicated some differences between Arizona and Idaho librarians. Lack of time (61%) and staff (56%) were the two reasons most frequently cited by the Arizona group. Money (68%) and time (48%) were of greatest concern to those librarians from Idaho.

How the Day Is Spent

Direct services to teachers and students were an important part of the school library program, according to the respondents. This is supported by the way they ranked services and the fact that few listed administrative or housekeeping duties. Just how important was reflected in their responses to the request to estimate the amount of time they spent on various library activities. Twice as much time was spent each day in direct service to students as was spent with teachers or on any single library activity. Book selection tasks took about 12-13% of the librarian's time, although many librarians said they performed these tasks at home, perhaps to give more time for services to students in the library. Librarians from both states spent 15% of their time in clerical activities, 10-11% in cataloging, and about 7-8% in supervising staff. A small percentage of the school day (4%) was spent in other activities—ranging from attending curriculum meetings to supervising make-up tests to sponsoring reading clubs. There were no differences in the way Arizona and Idaho librarians spent their time.

Messages to Teachers and Administrators

Nearly all of the librarians responded to the final questions: "What *one* message about libraries would you like to send to classroom teachers? To administrators? The messages were similar across state boundaries and grade levels. To teachers, the librarians said (in order of frequency):

1. Use the library more for personal and class work.
2. Involve librarians in planning and teaching units as well as curriculum development.
3. Libraries can enhance the curriculum.
4. Librarians are here to help you.
5. Plan ahead and let us know when you are giving a library assignment.
6. Don't ask librarians to baby-sit.
7. Librarians deserve more respect for the job they do.

The messages to administrators were:

1. Send us more money.
2. The library is the center of the school and serves all areas of the curriculum.
3. Librarians need your support and respect.
4. Come in and learn about the library and see what a librarian does.
5. We need more staff.
6. Libraries are not dumping grounds for discipline problems.
7. Every school should have at least one certified librarian.
8. Libraries should be given a higher priority.

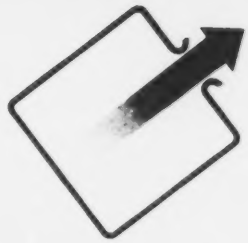
Conclusions

In spite of differences in school sizes and staffing patterns, there do not seem to be many differences between Arizona and Idaho librarians in terms of what they say they do and what they think they should be doing.

The results of this survey indicate that librarians in Arizona and Idaho serving students in grade 5 and above are providing most of the services mentioned in the professional literature. They recognize the importance of most of these services and they are involved in cooperative planning, assisting students with research skills, and giving reading guidance. They do not provide computers, teach remedial students or give booktalks to any great degree nor do they see these as highly important services.

One area which is not clearly defined in this survey is that of audiovisual assistance and production. Even though the literature stresses the importance of production services, several librarians reported that they do not provide this service. In some schools production is done in another department. A few librarians indicated that audiovisual services are provided elsewhere. Whether this is due to differentiated staffing or to a district audiovisual program is not clear.

Barbara K. Barrett is a graduate student and Isabel Schon is a professor of library science at Arizona State University.



The Superperson in the School Library

By Madelyn R. Bane

How do others see the school librarian? One development director for a school system sees the librarian as the superperson in the media center.

Comic Rodney Dangerfield's trademark line often applies to librarians—"I can't get no respect." Recently, *Parade Magazine* listed occupations by the amount of pressure associated with them. "Librarian" was listed among the jobs that have no pressure. Obviously, the researchers didn't speak with any school librarians.

Perhaps librarians are known by so many names that even they can't be sure who they are—media specialist, library media specialist, information specialist, information technologist and, of course, librarian.

By whatever name, librarians are also administrators, managers, financial wizards, subject specialists, computer specialists, audiovisual technicians, professional librarians and teachers.

Every day the school librarian administers the resources of the media center. Scheduling usage of time, space and materials is a major responsibility of the job. Often, too, the school librarian is a liaison between the departments within the school community. Who knows better which teachers are working on what unit with which students? Who facilitates the exchanges of ideas, lessons or materials among teachers? The superperson in the media center does, of course.

The school librarian is a manager of workers. Although many school librarians do not have paid clerical help, those who do are responsible for the staff's efficiency and job satisfaction. Many more librarians work with volunteers, both adult and student. Managing these unpaid workers is critical to effective operation and good public relations. Organizing and training students not only performs a service to the library and its users, but it also teaches the student work habits and responsibility. Management skills are necessary for the superperson in the library media center.

Every school librarian is a superperson in the field of finance. Few school librarians can honestly say that their budgets are adequate. As a result, librarians work with salespeople to find the best materials and read reviews to get the most for the money. These superpeople develop budget proposals based on need, utility and wishful thinking. Then, they work with what is meted out.

The librarian also gets into the fund-raising business, with book fairs and bake sales to supplement the budget and provide more and better materials. Financial wizardry is one of the hallmarks of the superperson in the media center.

A superperson can be expected to be a specialist in many subjects. The school librarian must know terminology, ideas and concepts in many subjects in order to help classroom teachers plan. Knowing which materials will serve given age levels—or meet specific needs within the curriculum—is part of the everyday responsibility of the superperson in the school library.

As part and parcel of being a specialist, each school librarian is involved in selecting materials that will supplement those used in the classroom. These superpeople serve on textbook review committees and on curriculum planning committees. Of necessity, school librarians are well informed on many subjects.

In this age of technology, it is usually the school librarian who is in the forefront of technological advancement. Putting the library collection on computer files is a time-consuming task. Often, librarians are hamstrung in this pursuit by time, budget and people constraints. But somehow the job is being done in a great number of libraries. The superperson in the media center is applying the new technology in ways that make the media center a more effective part of the overall school program. Often, too, librarians are teaching computer technology to co-workers, teachers and students.

Every school librarian has had

Madelyn R. Bane is the Director of Development for Roanoke Catholic School, Roanoke, Virginia

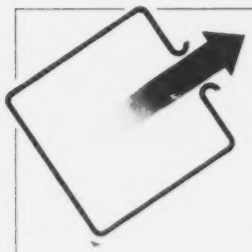
the experience of being in the middle of teaching a library skills class when a knock comes on the door. The student outside the door has come to report that a projector is malfunctioning in some teacher's classroom. Can you come fix it? The librarian is expected to repair and maintain the audiovisual hardware in many schools. Once again, the superperson comes to the rescue with knowledge learned in classes or by trial and error. This knowledge is also important as the librarian purchases equipment.

The superperson in the media center is a professional who is trained to select learning materials. The librarian also catalogs and processes materials so that they will be readily available.

Reading reviews, previewing materials, selecting computer software and hardware—all of these things are work librarians are trained for. The school librarian also communicates with students, parents, faculty and staff—by newsletters, bulletin boards, book talks and inservice, both at faculty and staff meetings and in casual conversation with faculty members. All of this communicating helps not only to publicize the media center and its services but also to improve services.

Improving professional skills and knowledge is another ongoing activity. Librarians utilize all of the sources at their disposal to give students and teachers the greatest access to information. Networks, state department and public library resources, resources in other schools and nearby colleges are all a part of the package that is offered to teachers and students.

Finally, the superperson in the media center is a teacher. Teaching library and information skills, teaching other teachers how to get the most from the materials the library has to offer, teaching both students and faculty how to use and care for audiovisual equipment—these things make up the day. Especially, the librarian teaches students to cherish the freedom to seek information. The librarian teaches students and adults how to communicate information by both visual and verbal means. As a school librarian, you can truly be called a superperson. Your teaching, your operation of the school's information center, and your desire to find needed information—all of this makes you a valuable asset to your school. You are a superperson!



Growing on the Job

By Joellen Green Cullison

I always wanted to be a librarian.

I love what I do. I'm getting better because I am discovering on the job, usually the hard way, that growing personally and professionally as a school librarian confirms some very basic truths about life.

Establish Priorities. Do what's life threatening first.

Don't Be Afraid of Equipment. Somebody can fix it.

Make Plans. But use a pencil.

Be Careful What You Ask For. You may get it.

Stay Flexible. It will get done.

Ask Questions. Someone knows how.

Be Patient. It's only a computer.

Do Your Best. Necessity really is the Mother of Invention.

Work Confidently. You do know everything about everything and where it is.

Bounce Back. Failure is so educational.

Eat Crow If You Have To. It's nonfattening.

Support Libraries Everywhere. Pirate workable ideas.

Practice Tact and Diplomacy. Learn to read minds.

Give Thanks...for wonderful custodians, clerks, secretaries, technicians, and administrators. Be a contributing team member.

Love Fellow Librarians. They all have a list like this in progress.

Continue Self-discovery. The process allows you to grow both personally and professionally.

Read a lot. Laugh a lot. Have fun. Enjoy.

Joellen Green Cullison is the librarian at Deer Park South Campus High School in Deer Park, Texas

Used Any Good Professional Books Lately?

Alice Yucht

Here's the problem: You've just been hired as the librarian for a suburban K-6 school with a population of 500 students. A little investigation reveals that:

1. Your predecessor had no real library training; she was "given" the library to get her out of the classroom 25 years ago.

2. The library program consists of 30-minute class visits every other week for book exchanges. No real learning activities are offered.

3. The books have been selected by a visiting salesman from a discount jobber. The salesman's choices have been supplemented by the "Best Books of the Year" list from *School Library Journal*.

4. The school staff sees the librarian as a glorified clerk—checking books in and out.

The principal, excited to now have a "live" body in the library, hopes that you will revitalize the program and energize the classroom teachers' "whole language" initiative. He promises plenty of administrative and emotional support . . . and proudly tells you that the school board has offered $400 for the immediate purchase of professional materials to help you get started. All your predecessor left was a subscription to *SLJ*, a set of library skills workbooks (published in 1965), and a 1959 edition of the abridged *Dewey Decimal Classification and Relative Index*.

So, what will you spend your $400 on?

Does this sound like a nightmare? It was reality for a friend of mine last month, right after she graduated from library school. When she came running in, desperate to plunder my professional collection and pick my scattered brains, it took us both a while to calm down and get a handle on this challenge.

We made our decisions based on the following assumptions:

- Nobody expects instant miracles, but you've got to be able to demonstrate that you know what you are doing, and why you are doing it.
- Whatever you do accomplish must be an improvement on whatever the staff has been accustomed to.
- You need guidance putting together a plan of action—both short- and long-range.

Here's a list of the professional books we finally chose and why.

For Procedures and Policies, *or Let's get this place up and running!*

Mildred L. Nickel, *Steps to Service; A Handbook of Procedures for the School Library Media Center*. ALA, 1975, $9.95. A basic course in systems management, or what you gotta do step-by-step to keep the place running. The budget figures are out of date, but the operations guidelines are still valid. Reading this book is like having an experienced librarian walk you through each operation.

> What are the professional materials you depend on? Which resources do you find yourself going back to, time and time again, for a new program idea, practical technique, or philosophical shot in the arm? If you could design a single-volume manual to keep on your desk for instant reference, what would you include? Hurry up and tell us. . .because that's what we're working on right now!!—*Alice Yucht & the* LIBRARY TALK *editors.*

Ruth Toor and Hilda K. Weisburg, *The Complete Book of Forms for Managing the School Library Media Center*. The Center for Applied Research in Education, 1982, $34.95. Why reinvent the wheel? Just find the form you need, run to the copy machine, and you're in business. Later, when you have time, you can design your own specialized forms.

The Elementary School Library Collection; A Guide to Books and Other Media. 17th Edition. Edited by Lois Winkel. Brodart, 1990, $99.95. According to the publisher's stated purpose, "a primary resource in the continuous development, evaluation, and maintenance of existing collections as well as in the establishment of new library media centers." This monumental work gives bibliographic information, recommended grade levels, purchase priorities, subject headings, and a concise evaluation for each title. The newly appointed librarian can use this book to see what you've got that's worth keeping, what you should consider buying as soon as possible, and how to catalog new titles for a coherent collection. The subject index will give you fast answers to the question "What's available on the subject of . . .?"

For Program and Professional Interactions, *or This is what I'm here for, folks.*

Judy Freeman, *Books Kids Will Sit Still For; The Complete Read-Aloud Guide*. 2nd Edition. Bowker, 1990, $34.95. Share this revised and updated edition with the teachers. Here, in one handy volume, is the answer to all those questions they've been asking: What can I do to make kids want to read? Where are the titles guaranteed to hold kids spellbound while I read aloud to them? How do I get kids to use critical thinking skills, have fun, and expand their cultural horizons, all at the same time? How do I use storytelling, creative dramatics, booktalking, and all those other "literature-based enrichment activities" my supervisor keeps talking about.

Where else can you find 101 ways to celebrate books, detailed annotations of over 2,000 kid-tested titles, curriculum tie-ins and classroom activities, grade-level suggestions, and a comprehensive subject index that alone is worth the cost of the book! Pick and choose from all the possibilities given in this resource, and there's your literature program for the year, as well as the answer to that perennial question "Any suggestions for something I can read to my class for the next few days?"

Carol Kuhlthau, *School Librarian's Grade-by-Grade Activities Program; A Complete Sequential Skills Plan for Grades K-8*. The Center for Applied Research in Education, 1981, $23.50. The most valuable parts of this book are: comprehensive scope and sequence charts; check lists of graded skills; and

discussions of student needs, maturation and development at each grade level. The lesson plans are not awe-inspiring, but they do offer basic guidance on what to cover, how long it will take to cover it, and how to design a lesson. If you need a basic text on what can or should be covered at each grade level, this is it.

Robert Skapura, *Elementary Skills Factory.* Software program for Apple IIe/c. Library Bureau of Investigation, 1985. Available from Highsmith Co., $94.95. Forget all those ditto masters and workbooks. Beg, borrow, or steal an Apple computer and use this program to create individualized worksheets for each student. Customize the exercises to reflect titles and call numbers in your library; then laminate the worksheets and use them again and again. There are 11 exercises in the program, covering the following skills: location and retrieval by call numbers, card catalog information, nonfiction categories, and basic reference sources. (The computer is used only to produce the worksheets, not in presenting actual lessons.)

I've made up several sets of each exercise, color-coded by difficulty level. The laminated write-on/wipe-off worksheets show me instantly what's been mastered, and what needs more development. Best of all, the kids enjoy these worksheets.

Caroline Feller Bauer, *This Way to Books.* Wilson, 1983, $40. Bauer's obvious delight in sharing books is evident in this collection of easy-to-duplicate programs, projects, and activities that will grab kids' attention. I think she's the Robin Williams of kid lit—willing to try almost anything to entertain and make her points.

Thomas H. Walker & Paula K. Montgomery, *Activities Almanac; Daily Ideas for Library Media Lessons.* ABC-CLIO, 1990, $21.95. From September 1 through August 31, day-by-day listings of birthdays, events and memorable moments, which can be used as springboards to activities in the library or the classroom. Brief descriptions of suggested activities include related book titles and suggested grade levels. A detailed subject index can be used to find activities if you do not know a specific date.

Elaine M. Anderson & Cindy Alley, *Matrix for Curriculum Planning in Library Media and Information Skills Education.* Wisconsin Department of Public Instruction, 1989, $10. Simple and direct, this 36-page pamphlet spells out the correlations between library and information concepts and specific subject area competencies, grade-by-grade. Use this as your foundation for developing cooperative units with classroom teachers. By identifying what they are teaching, you can integrate your curriculum with theirs.

For Philosophies, Practicalities, and Possibilities, *or On top of everything else I'm doing you want me to think,..too? Information Power: Guidelines for School Library Media Programs.* ALA, 1988, $12.95. These guidelines describe the ideal, not the reality, but they can be the source for the goals and objectives that you will need to move your program forward.

THE BOOK REPORT Editors. *School Library Management Notebook.* Linworth, 1987, $34.95. This anthology of reprints and new material from THE BOOK REPORT magazine includes hundreds of reality-based applications gathered from junior and senior high school librarians across the country. Ideas and techniques are grouped by management function and jam-packed into a loose-leaf binder so you can add, subtract, or even rearrange them for your own best use. Everything in this notebook has been tried and refined by a practicing librarian.

Total cost of these 11 basic professional resources (before taxes and shipping): $378.10. Use the spare change for aspirins and Post-It notes—you'll need them.

©1991 by Alice H. Yucht

Alice H. Yucht is the Librarian at Joyce Kilmer School in Milltown, New Jersey. Her column "Filed Above the Rod" appears regularly in LIBRARY TALK.

Too Busy To Say Hello

Deborah Cavitt

Somedays, we librarians barely have time to say hello to teachers let alone tell them about the wonderful resources in the library. Therefore, it's important that we have other means of communicating, means which speak for us when we can't speak for ourselves. Here are some ways that I try to organize my communications.

To help teachers find materials in the library quickly, I code almost everything by color. The teachers' planning time is never long enough, and certainly not long enough to search for what might be in the library. For example, we recently put all our computer disks in plastic bags. Each bag is coded by colored, adhesive dots; blue dots for first grade materials, red for second, and so on. When I finished the coding, I sent a list of the codes to each grade level in the school.

Other materials that can be color-coded or labeled in some way for quick identification are:

- Caldecott and Newbery award-winning books.
- Books that have won state awards.
- Multicultural books.
- Books purchased with Chapter 2 or other government funds.

If you have a computer software program for circulation, you might want to set up categories for certain materials. For example, supplemental books which can be used with the basic reading text, print materials by unit topics, and all forms of software such as tapes, disks, and filmstrips.

These means of identifying the materials teachers are often seeking are yet another way of communicating. The important thing is to organize your routines and practices so that you are sending a positive message even when you don't have time to say hello. For example,

- Publish a newsletter.
- Print bibliographies, announcements of materials, and other information as hand-outs and distribute them at staff meetings.
- Mention new materials at every opportunity—at parent association meetings, in the teachers' lounge, over lunch, and at grade level meetings.
- Volunteer to prepare the program for a parents' association meeting.
- Write news articles for the newspaper and cable TV stations.
- Make public address announcements frequently.
- Make a slide or videotape of library activities that can be shown at parents' association meetings or meetings of civic groups, including the city council.
- Give bookmarks to teachers, students, and volunteers on their birthdays.
- Ask parents who can't come to the school to volunteer to contribute articles to the vertical file. Compile a list of topics studied during the year and distribute it to parents with a request for magazine articles and brochures. Be sure to record the names of contributors so you can invite them to the end-of-the-year events to recognize volunteers.
- Share with teachers the addresses of companies that offer free educational materials.

If these and other communication efforts become part of your regular routines, you'll be publicizing the library even when you're too busy to say hello.

Deborah Cavitt is the Librarian at Central Elementary School in Duncanville, Texas.

Invite Success!

By Bonnie K. Mathies

Too many librarians are bogged down with clerical and managerial tasks, while the instructional role of the position is often missing. The author suggests some critical elements for library progress.

The last bell has rung and the chalk dust is settling in a low haze. Only the occasional student seeking an overnight encyclopedia volume remains. At last, quiet descends. You ask yourself, "After a day like this, why do I want more involvement?" But there are some concerns that have been more and more on your mind. What can you do to increase the use of your facility? What will place you in the midst of the school's instructional program instead of on its fringes? You know that the library is not getting the use it deserves. You may have used some of the following suggestions for improving things; some you may not have thought of, others you may have loved and lost. Take a moment to think about your library program as a whole. Have you considered these critical elements for inviting success?

Set the Stage

Library policies set the tone, inviting or discouraging students to use the facility and to take part in programs. Students and faculty must feel responsible for and valuable to the success of your program. Special events in the library and your willingness to work with classes, groups of students, and individuals demonstrate your interest in them. It is important to be explicit—don't assume that everyone understands what a library can do for him. Posters, signs, and morning announcements can invite users into the library.

Even though you may see hundreds of students in one day, learning names and faces is valuable. Absolutely learn the names of faculty and staff—even the ones you see only at monthly meetings. Talk directly to students and use their names frequently. If you don't know their names, ask and make sure they know yours. Wearing a name tag or badge is helpful, especially at the first of the school year. A shy student will feel more at ease approaching you if he or she knows your name. It is tough to juggle managerial responsibilities with instructional duties, while giving each student adequate attention. (Of course, those of you who work alone have no choice.) Whenever possible, reserve time each day for one-to-one contact with students. After all, library work is teaching too, and teaching requires at least some individualized assistance. At times you may feel like a counselor. Listen with care and respect; when appropriate, refer students to the proper staff member. When planning instruction, provide opportunities for student participation. Use student experts whenever possible and if you know students have been absent, let them know they are missed.

Develop within students and staff a feeling of ownership and pride in the facility. Display student work (compositions, home economics and industrial arts projects, canoes from the camping club) and provide space for groups to meet or work. Promote cooperative efforts by setting aside table space for group work or small conference areas. Consider consulting with a student group (Student Council) when developing policies for appropriate student behavior during group activities. Encourage faculty members to share special talents by displaying their work or extracurricular interests.

Cooperative and Collaborative Learning

One strength of the library is that it benefits winners and losers alike. The "Return to Excellence" movement has fostered a competitive aura in the school, which the library can balance by promoting the positive interdependence of all students. Let them share responsibility for leadership and learning. Gifted students *and* those with learning difficulties can contribute to program and collection development. The librarian can cooperate with the rest of the faculty in teaching conflict management, leadership, and communication skills.

The librarian must set clear, long- and short-range goals and must share these with the staff and students. Develop jointly the criteria for successful completion of goals. Structure accountability to encourage group and individual successes. As the academic year progresses, monitor progress and adapt when necessary. Always expect the unexpected—have Plan B in reserve.

Provide clear instructions and, if anyone is in doubt, post information regarding policies and procedures where it will be seen. As an instructor, pay attention to the group's achievement, evaluate the weakness and strength of the instructional program, and note

Bonnie Mathies, the Program Coordinator of the Library and Communication Science Division of Wright State University's College of Education and Human Services, is a former school librarian.

how students have worked individually and cooperatively toward the task at hand. Share your findings with the staff and involve them in your planning.

High Expectations

When students come to your library for instruction, note interaction patterns and adjust seating assignments (if you make them) accordingly. Let these interaction patterns work for you—not against you. Look for the good students' work and help them see their potential for growth by using positive suggestions. Set your instructional goals to challenge students but not to make success impossible for them. Tell students what you expect to happen or what they should know or be able to do as a result of your instruction.

Readiness to Learn Environment

Create a "readiness to learn" environment in your library. Use a variety of events, displays and exhibits to focus attention on specific skills or curricular topics, which you can find by checking course guides and talking to department heads. Grab attention with interesting activities that are relevant to students, staff, and the curriculum. Programs that feature real problems, perplexing questions, brainstorming, and speculating will pique curiosity and promote the library as a place that provides structure, direction, and a reason to learn.

Maintain Interaction

As the number of users and uses increases in your library—from your incorporating some of these ideas—the pressure to initiate new interest and interaction will decrease. However, you must maintain involvement and participation. Consider student and staff interests as potential program areas. Keep instruction lively. Hone your teaching, remembering to use good questioning techniques, positive reinforcement, and humor. Demonstrate genuine enthusiasm for what you are doing and share personal experiences. Vary your presentations by dividing classes into small groups or teams. Provide alternates or choices for completing assignments. Use appropriate technology and invite students to teach you.

Not an End—a Beginning

In reading this article, you may have found some ideas that you can incorporate next week and others you would like to discuss with your principal for next year. Ask her to hold next month's faculty meeting in the library, and you could display new books and materials requested by the staff. What about your idea of photocopying new magazines' tables of contents and distributing them to teachers? "Humm—m," you think, as you lock the doors behind you, "I'll ask the others in the teacher's lounge tomorrow if that would be helpful. Now if I could just think of a way to get them to return movie screens."

PR Ideas That Fly

Ideas and attitudes that are working in school libraries are described here and on the following pages.

Marketing the Library

By Patricia Sivak

After taking a marketing class, I realized that marketing a library's services is like marketing a profitable business. The library has a product or service that has to be marketed to produce success.

Like a profitable business, the library has developed a roster of satisfied customers—teachers, students, and former students. I decided that the library needs to advertise and promote its products (the educational and recreational services to the students). By doing this I hope to maintain and increase the support of the community, especially the target market—the parents and students of the school.

The public to whom the marketing will be directed has little knowledge of the school library's place in the educational system. The main objective must be to bring about an understanding of the importance of the library to the education of the child. A likely source for marketing the library's products to the parent is the students.

These marketing activities are already in practice in my library and require little time or money on the part of the school librarian.

- Periodically I write a paragraph about specific events of the library for a newspaper column about events and people in the community.
- A letter is sent to all parents of eighth graders who participate in our reading program. The letter is signed by the principal, teachers, and librarian. Not only does it explain the program and its objectives, it also encourages the parents to help their child in reading at home.
- At the end of the school year, I write a letter to parents of all library aides, explaining the role of their child in the library program and thanking the students for their volunteer help.
- All students in the school receive referrals (both positive and negative) by the teachers at midsemester. I send out positive referrals to the parents of library aides as well as individual students who use the library successfully. This can generate parental interest in what the child does in the library, as well as develop the students' self-esteem.

Long-term activities require more time for planning, money, and staff help. All of these activities have been planned and tried in my library. They are all success stories.

- A library brochure is placed in the seventh-grade orientation materials which parents receive before school begins and in packets for new students during the school year. First impressions of this brochure are critical since most parents will not give more than a glance to it. The artwork is colorful, current, and lively.
- Sports bibliographies are written for all booster clubs at the secondary level. Included are books that could be used by both parents and student athletes. (This might encourage the clubs to donate money to add to the library collection in their particular sports area.)
- Film festivals are held around holidays, events, or personalities. I borrowed several Halloween films including Dracula and Frankenstein, and displayed books to compliment the films.
- A logo is an advertising image for the library. I use the new ALA international symbol, but a student-drawn logo could serve also.
- A babysitting package is a library service that is useful to junior high students and is appreciated by parents of younger children. (These parents are a future target for library marketing.) Storytelling books, instructions for simple games and activities, a list of emergency phone numbers, and rules for the babysitter are included in a plastic bag.
- A chess tournament is sponsored by the library. Alumni from the high school who were previous winners serve as judges for a round-robin tournament.
- The Apple computer users groups are invited to come to the library to help with problems or to demonstrate new software. Many of the users are parents.
- The paperback book fair is kicked off with coffee and doughnuts for teachers before school begins. Teachers are given a 10% discount on all purchases at this time.

Patricia Sivak is the librarian at Greater Latrobe (Pennsylvania) Junior High School.

The Care and Feeding of the Administrator

By Edna M. Boardman

Up-to-date information does not seep automatically into the mind of your school's administrator. He or she gets it from professional reading, from institutes and workshops, and—if you are alert—from you, the school librarian.

When school started last fall, our school system was in the process of updating our Equal Access policy. Because of a June 1990 Supreme Court decision, *Westside Community School Board v. Mergens*, public schools that have any noncurriculum-related clubs must also allow clubs with a religious purpose to meet within the school. During the summer, I found some materials about the decision and appeared with them at the office of the assistant superintendent. We had a policy related to the six-year-old law, but this was the first solid information the administrator had seen on the court decision.

Not all information will be as timely, but there some kinds of news that administrators need from you on a regular basis:

•*Articles about education from the popular magazines,* which are read by many parents but may not be read by administrators. Such articles will tell him little he doesn't know about the schools, but they will alert him to the messages the popular press is giving parents. The articles often foretell the kinds of pressures that will be passed on to the local school system. For example, in the September 4, 1990, issue of *Family Circle,* parents are urged to "press your school to base grades on total performance—not testing alone." If readers of this magazine decide to "press" in your district, your administrator should know about the impetus.

•*Accounts of happenings that could affect your school in the future.* Give the administrators news items about court decisions that impact education, and articles about the schools' options. Did someone file a suit involving a textbook series your district is using? Is an organization in your state proposing a campaign to include something in (or eliminate something from) your curriculum? Is support gathering for voucher or choice plans? Is some national power group trying to change how teachers are trained and certified? Even if these issues do not affect your district directly now, administrators need to know what's in the wind.

•*Research studies that pertain to some local issue or aspect of the school's program.* Does a study recommend one basic academic program for all high school students? Has someone found the kind of drug prevention program you are using actually increases drug use when used at one level but reduces it at another? Your administrator's informed recommendation to the school board could be based, in part, on the material you gave him.

•*Descriptions of new technology and new programs.* Has a school in another state piloted a program being proposed for your district? Your principal will not necessarily know about it if you don't clip that article and give it to him.

•*Surveys and studies concerning the habits, fads, and problems of children or young people today.* Is *Nintendo* absorbing too much homework time? Are the jobs teenagers run to after school doing more harm than good? Does a new study show academic pressure is the most anxiety-producing element in young people's lives today? Are parents becoming more aware of their role as the primary educators of their children? This type of news will help the principal know his clients.

•*Articles about school libraries.* Keep the administrator in touch with how libraries enrich the school program and what he can do to help you do your job better.

Be Sensitive and Selective

You should know what direction your school administrator is moving. Is he casting about for information on school restructuring? Is she keeping track of the effective schools movement? Is he interested in what influential think tanks have to say?

Your administrator's time is limited, so be selective in what you give him. Materials on target make you more effective than you would be if you put all kinds of information in the principal's office mailbox every day. Early in my library career, I knew I had overdone the "you'll be interested in this" ploy when the principal said, "Edna, don't you have a wastebasket in the library?"

How do you find time for this news gathering among all your other duties? If you are like most librarians, you are a compulsive reader. You already read the headlines of several newspapers, scan the tables of contents of dozens of magazines, sort the direct-mail advertisements, read book reviews,

Edna M. Boardman is the Librarian at the Magic City Campus, Minot High School in Minot, North Dakota. She is a frequent writer for theme sections of THE BOOK REPORT.

and watch television specials on educational issues. If, as you read and scan, you also "think administrator," the relevant materials will pop out at you.

Materials in various formats are appropriate for passing on to your administrators: Books, newspaper clippings, articles, even whole magazines. Fastbacks, the 35-to 40-page, digest-size monographs published twice a year by Phi Delta Kappa, are especially fine for bringing educators up to date on all kinds of matters pertaining to education. Titles from the series may be available free through a local chapter of Phi Delta Kappa. If not, they can be purchased for $5 each from PDK, P.O. Box 789, Bloomington, Indiana 47402-0789.

If you find a review of a book you would like to include in your book order and also think it would be of special interest to your administrator, show her the review before you order. When the book comes, check it out to her immediately with a reminder of her request. She may appreciate your including a special-interest publication, such as *Education Week, The American School Board Journal,* or *The School Administrator* in your magazine order. Of course, be sure she does not already get it through a professional membership.

Let the principal know that you are able to get materials through library networking services in the state.

The Administrators You Serve

Whom should you include within your purview? Your building principals, of course, are your primary responsibility. Listen to them and know what their individual needs and interests are. At the risk of stereotyping, the higher the administrator's status, the more sophisticated his interest in educational issues will be.

In addition to the principal, others in need of information from the library are district-level superintendents, curriculum coordinators, the director of finance, and the drug coordinator. Occasionally, I send material to the state superintendent of public instruction, who used to be a teacher in my building. Don't neglect school board members. They often have little access to the information they need for the momentous decisions they must make.

Touch of Style

Get some distinctive notepaper to transmit materials to your administrator and other members of your public. The American Library Association, Upstart, and other publishers sell attractive library stationery and note pads that can become your "trademark" for a year or two.

Attending to the information needs of the administrators will help the whole school system do a better job of serving the young people in your community. And surely, when the needs of the library come up, the administrators will have a better idea of who you are and what you do.

A Matter of Mutual Trust

By Robert Graef

To get to the core issues of the administrative aspect of public relations, let's go back to our first day on the job. On that day, our administrators had a bit of a parent-child attitude toward us, their new staff members. After all, we were young and untested. Earning their trust was our first hurdle.

But, let's dig deeper. When we look at the differences between our separate educational missions, we find plenty to separate librarians from administration.

First, the librarians: We're our schools' window into the universe. We throw doors open to new realms of experience, expression, and knowledge. Now consider administrators: Controlling the budget. Defining curriculum. Pursuance of the goals of school board policies. Maintenance of physical facilities. This is the kind of thing administrators deal with, and we ought to be happy someone else is stuck with it.

When we examine the breadth of administrative duties more closely, we find that a great many of them deal with limits; how much can be spent, what behaviors are acceptable, what books are approved, and so on. While we're soaring off toward infinity, they're building boxes to contain a prescribed program.

It takes daily effort to establish a mutual trust that will span the differences separating us. So, better sooner than later, we should ask ourselves the healing question: How can we earn the complete trust of our administrators?

There's no instant solution, no quick fix. Take it a bit at a time—A memo offering background on any title that might come under attack, copies of all press releases, calendars of events and parent newsletters, and invitations to view all special programs.

Never, never send an administrator a half-thought-out document or proposal. When your figures check, spelling is corrected, possible conflicts or problems have been recognized—when you've critically reviewed the plan for the umpteenth time and are sure you're solving a problem without creating a bigger one—then route your paperwork to your administrator.

We all know that administrators get bombarded with flak concerning books and lessons and teaching practices. They are our first line of defense, but too often we leave them unarmed. Without trusted staffers who snap off sound responses to book critics, they're forced into making uninformed decisions that we have to live with. Without trust, librarians and administrators often line up on opposite sides when such controversies strike, perpetuating needless bitterness. No amount of public relations will clear those muddy waters easily.

It gets down to this: Can our administration trust us to be calm, competent, strong, informed and responsible in any situation? Can we recognize the necessarily different educational mission of administration and work toward building the trust that bridges the gap?

From the first day on the job, we have to prove ourselves. Those who don't remain superannuated children in a professional sense. When we don't work at earning our administrators' trust, our level of support suffers accordingly. Those who do enjoy the support of people in high places and their programs show it.

Robert Graef was the Librarian at Marysville, Washington, Middle School before he started his own consulting and publishing service, Paragon Publishing. He served as a consultant to the new Public Relations Notebook for School Librarians, *published by* THE BOOK REPORT.

Communicating with Administrators

Reports to the administration should stress the positive aspects of your work.

By Augie E. Beasley & Carolyn G. Palmer

The administration is an important key to the success of the school library program. Administrators determine general policy, the distribution of instructional funds, and student access to and use of the media center.

In other words, the administration plays an important part in deciding whether the media center is the heart of the school or just another room. It is our job to make sure that our administrators receive the right information about our program and services as well as the right amount of information. Instead of offering complaints, we should give the administrators information about the positive aspects of the media program.

There is nothing to communicating with the administration but to do it! The rewards are well worth the time and effort. We use a variety of techniques to keep our administrators aware of our program—involving them in media activities, inviting them to regularly visit the media center to see new materials and equipment, and keeping them informed of media activities.

Realizing that our administrators have busy schedules, we feel the use of various communiques to keep them informed of our program is important. Two of the most effective techniques that we have found are the semester report, which describes the activities of the media program and gives statistics showing media center use, and program goals and objectives. For media specialists who are interested in using these methods, the following guidelines should be helpful.

The Semester Report

Preparation

- Keep a list of all activities during the semester. Include comments that will serve as reminders to you when you are writing the report.
- Keep statistics on library use (circulation, number of books and other items placed on reserve, number of classes and students).
- Keep notes on professional activities you participate in.
- Keep records of all new equipment purchased and gifts received from clubs and organizations.
- Keep a list of displays and pojects as well as a list of bibliographies prepared.
- Keep a list of inservice training which the library provided.

Writing the Report

- Introduce the report with an interesting activity or attention-getting statement about the semester's activities. Avoid opening statements like, "The media staff circulated 8,000 books this semester." Use the statistics later in the report.
- Develop the report using four or five examples of activities which show the quality and type of service given.
- Provide statistics on library use.
- Describe learning centers or displays provided by the library.
- Show ways in which clubs supported the media program.
- Explain staff involvement in professional activities.
- Conclude with an overall statement about the semester's activities, and provide a glimpse of activities scheduled for the next semester or school year.

Distributing the Report

Copies of the semester report should be distributed to your principal and assistant principals, system-level media supervisors, and superintendent. You might also send copies to regional and state media directors, the PTA president, or school board members. However, in distributing a semester report or any other information, always respect the chain of command. Be sure to find out if your principal prefers to receive the copies and then distribute as he or she wishes.

Media Program Goals and Objectives

Each year you should develop goals and objectives for the library and distribute these to the administration also. Long-range goals as well as short-term goals should be developed. Some areas in which you could choose goals are:

media skills instruction
media production for students and teachers
public relations
organization of materials
media center atmosphere
professional activities
curriculum planning
extracurricular activities

An example of a short-term goal for a school year could be planning with teachers to develop independent research activities for students. An example of a long-term goal for several years would be implementing computer applications for library management.

Be sure to include specific indicators that will show what activities are being used to meet goals or the methods which will be used to evaluate progress or completion of the goal.

Distribute copies of the goals to the administration and evaluate the progress on a regular basis during the year. At the end of the year, you will have another report for the administration on the goals reached and future strategy for accomplishing long-range goals.

The One-Person Manager

By Janet Hofstetter

Here's an inside view of one librarian's management hints for a one-person operation.

Because I am my own one-man band, I spend about 60% of my workday on recordkeeping, typing and data entry, book processing, filing, repairs, and other clerical tasks that may arise. The other 40% is devoted to working with students and teachers, selection, and scanning magazines. I do all my reading, including book reviews and professional journals, and typing at home. I have become well known by teachers and students for running a tight, organized ship.

My number one rule is to alphabetize and label everything. Rule number two is never to allow any item to leave the library without a check-out procedure. Almost everything is bar coded for our circulation system. If there is no bar code, the item is treated as a temporary check out. By sticking to both rules, items are not easily misplaced.

At least one organization measure resulted from pure frustration. One year I became so angry about the number of books missing in inventory that I had each book rubber-stamped on all three edges. The name of the library appears in letters ¾-inch high. Now, as students leave the library,they must show me their books. Any books that are stamped are checked for a date-due slip. In the first year, book losses dropped from $1,000 to $400. The rubber stamp cost $6. Most books that do disappear are thin volumes or paperbacks. With some reference books costing more than $100 each, the value of lost books could quickly amount to more than half of my book budget.

Stretching the Book Budget

Because the book budget has increased less than 2% in the past 12 years and book prices have increased 300% or more, I search out the best materials at the lowest prices. I seldom order books directly from the publishers or through jobbers. We receive a 15% discount on books ordered through a local bookstore and pay no shipping or handling. As books arrive, I pick them up in groups of 20-30 and begin processing. As a result, new books arrive in small numbers at frequent intervals. The bookstore can obtain all books on my selection list except those from Gale, Wilson, and Congressional Quarterly. Most of my selections are based on reviews in THE BOOK REPORT and I'm seldom disappointed.

As a reviewer for THE BOOK REPORT, I have added new books valued at about $350 to our shelves in the past two years. To let students know that the books are obtained from the reviewing process, I attach photocopies of the reviews to the inside front covers. Of course, I have to create the catalog card sets for the review copies, but who could complain? Having so thoroughly pondered the book in reviewing, the cataloging is a breeze. In fact, I write an annotation that contains key words important to student searches. Eventually I will do this for other entries as I discover titles whose tracings fail to reveal the entire scope of the books.

Our book budget is stretched further by selection of new materials from the federal government and from publishers' overstocks. The free, quarterly catalog *U.S. Government Books* may be obtained by writing to: New Books, U.S. Government Printing Office, Washington, D.C. 20402. Many of the books rival trade books in quality, content, and color, but their price is more affordable. Where else could one buy a set of 12 colorful posters from the NASA art collection for $6 or a 2,000-page zip code directory for $12.50?

The problem in purchasing from the federal government is the prepayment requirement unless one has set up a depository account with the Superintendent of Documents. Baker and Taylor offers a list of continuing federal publications, such as the *Occupational Outlook Handbooks* and *Statistical Abstract of the U.S.* Prepayment is not required.

I stretch the book budget even further by ordering publishers' overstocks from University Book Services (P.O. Box 728, Dublin, Ohio 43017). I am able to purchase many books on subjects I could not

afford to offer on our book budget—books on skateboarding, yo-yo tricks, puzzles and riddles, and various issues that are not included in the curriculum but should be of interest to students. The catalog publishes annotations, review excerpts, and codes for books on recommended lists. Possible objectionable contents are noted. Publisher price, sale price, and copyright dates are given. Catalog cards are included free and the total savings is frequently 75% or more. Books may be returned for credit. A former school librarian must be on this company's staff!

Clerical Tasks

The clerical tasks that I perform stretch the budget, but they eat into my time as a librarian. Student volunteers from each study hall serve as library assistants. If they begin a task that cannot be finished during their class period, they are expected to write a note to the next hour's worker, telling him or her where they stopped. Student assistants are also expected to keep everything in its proper place.

Because the contents of loose-leaf notebooks are easily weeded or updated, I use notebooks for records and manuals. For easy access, I store the notebooks, spine up, on a book truck beside my desk. I make signs for the spines with the software program *Banner Mania* (Broderbund). Using the vertical banner choice, I print the labels to fit the width of the notebooks. Clear packaging tape covers each binder's title and spine. Of course, the notebooks are stored alphabetically by contents.

The library manual is one of the notebooks filed near my desk. Along with the usual contents, such as policies for selection and collection development, gifts, weeding, and censorship, the manual also includes notes for a substitute about daily routines, accident report forms, emergency drill procedures, bell schedule, class schedules, and location of important items. Because special education students have been helping with book processing, detailed instructions for this process have also been added. The manual notebook has become so thick that it will soon have to be divided into smaller units.

I use the computer database *First*

Choice (Software Publishing) for listings, which are easily updated and reprinted as needed. Printouts are dated to indicate the last update. Printouts of lists of audiovisuals, stored magazines, and vertical file subjects are corrected by hand throughout the year and revised on the computer each fall. If many changes are made, an update can be printed more frequently.

First Choice is also used for many indexes: where to locate computer programs, plays, short stories, essays, short biographies, poems and specialized magazines not indexed elsewhere. Each data disk is clearly labeled and I keep backup copies off-site.

Most of our routine typing is saved on computer disks, which are stored alphabetically by subject. The number of disks has grown enough to warrant numbering them and keeping a database list. Most of the entries for the simple databases are done on my personal computer at home, giving me more time in the library to be available to students and staff.

Since we placed colored stripes on book spines several years ago to designate special locations, student assistants and I can spot misplaced books easily. Catalog cards carry the corresponding colors as a stripe across the top of each card in a set, or as a box around the call number in the case of colors also used to designate various types of audiovisuals. Stored magazines are color coded by year, and the spine labels carry the month and day to speed retrieval.

The task of color coding is assigned to designated assistants. They also check in new magazines and newspapers as soon as the mail arrives. Alphabetical lists of the magazines and their location (in the library, in the teachers' lounges, or in the study hall) keep the assistants from searching for the old issues. Labeled issues that are stored are placed on the reshelving cart and unlabeled ones find their way to my desk for scanning before they are given away.

Clear plastic card or page protectors have many uses in our library. The 3-by-5 clear protectors often used for recipe cards will hold a bar-coded book card and allow for insertion of the request slips we use for checking out temporary items with our *Circulation Plus* system. Clear sheet protectors are great for displaying computer-created signs. I keep a series of "signs" in a protector posted outside the library door to announce hours reserved or closed, days that we have plenty of seating available, and other short messages. The signs eliminate answering questions about hours the library may be closed. A sign appears outside the library office door to warn others not to intrude when a *Dialog* online search is in progress.

Vinyl-bordered shop tags (3-by-5) with a brass ring are attached to equipment to make checkouts easier at the computer. Equipment cards are not bar coded because we still put the borrower's name on the cards and file them for quick location of borrowed equipment.

In the area of the library office that is used for online searching, the main commands for *Dialog* searches are printed in ½-inch letters and posted on a bulletin board visible from the computer. Beside the computer are a thesaurus, a dictionary, a printed copy of the stored magazine inventory, a subject directory for *Dialog* databases, forms for preparing a search, a list of full-text files, and a notebook of brief notes. The blue sheets provided by *Dialog* are also stored in a notebook with the most frequently used sheets marked with removable tabs. The monthly *Chronolog* is kept about six months, but pertinent pages are removed along with the new blue sheets and placed with the revised sheets for later reference. General tips are posted on the nearby bulletin board.

As a quick reference for the various programs used on our computers, I keep a 3-x-5 card file

of helpful hints. (Because our sch ol stationery's letterhead forces us tc use unusual margins, the margin settings and hints for printing single sheets are noted on the cards. This saves teachers much time when they are writing letters.)

Before we computerized circulation, I had routinely written helpful notes on the shelf cards in red ink—purchase date, review source, and more. I depend on these notes so frequently that I dared not eliminate any of them. During accessioning, I place the set of cards under book's front cover and add the information in cycles. A student assistant records the LCCN and ISBN, vendor information, and so on. By the time the title is ready for entry on the circulation system, the set of cards may be separated from the book, except for the shelf card. I leave the card filing until last since the computerized catalog is more popular than the card catalog.

Next to our online public access catalog is a clipboard on which students sign the date when they use the catalog. I use this list for statistics and to deter pranksters from leaving obscene messages on the screen for the next searcher to read. Instructions are encased in a clear sheet protector and posted next to the remote terminal. Users are reminded to sign in. I also use the list to decide who has priority when more than one student wants to search the catalog; frequent users have to wait.

As an obsessive list-maker and note-writer, I had trouble keeping track of my notes until I discovered that a spring-type clothespin, painted bright red, is an excellent marker. If I need to remember something important at home, I attach a clothespin to the outside edge of the book bag that travels to and from work with me daily.

I use the extra catalog cards that come with some sets as new book announcements. If there are no extra cards, I photocopy about six cards per page, cut them apart, and mark them in the same manner. Several teachers file these cards with lesson plans related to the books' contents so they will remember to look at them when planning library-related assignments.

When the new curriculum studies committee was formed, I volunteered. By working closely with the typist of the curriculum guide, I have discovered new areas in which the collection needs to be expanded. I keep a copy of the curriculum guide among the notebooks beside my desk.

Realizing the value of having the custodians on my side, I try to make their job easier, from sharing my tool drawer to providing space for the custodians to store reserves of their cleaning supplies in the library (thereby saving trips back to their work area). In return, the custodians help me in many ways.

Because the number of library-related assignments has increased (my goal all along), I have requested at least a part-time aide for next year. My chances for paid staff are slim. So, out of necessity, I will continue to economize.

Want to be a* BOOK REPORT *writer? Check our September calendar for themes of upcoming issues. Share your experience—send in that article!

No Time to Get Organized? Read A Book or Two!

By Shirley Fetherolf

How-to books written for everyone from the housewife to the CEO brought order into this librarian's life. She shares the likely and unlikely titles with you.

"Needs to get organized," wrote the principal on my yearly evaluation. It was true. Not only was I fully booked for library orientations and research classes, but I had also expanded instructional television taping, volunteered to do purchase and distribute computer software for the district, started supervising a computer lab located outside the library, took on a major weeding project, and more. Something had to go, and I didn't want it to be me.

Hoping to glean tidbits that would apply to school libraries, I started studying the glut of how-to-get-organized books written for housewives and executives. Eventually I developed some good ideas, which I presented at the Indiana school librarians' convention in 1990. Here's what I learned and the titles of some of the books I learned from:

Clutter's Last Stand by Don Aslett (Writer's Digest Books, 1985). Aslett emphasizes streamlining your environment through de-junking. Be ruthless. Is so much junk crowding your shelves that students can't see the good books? Weed out books that haven't moved since the 1930s. Cast a critical eye at the stacks of magazine back issues. How many are not even indexed in *Readers' Guide?* Before you spend $500 for more magazine boxes, determine which titles are really used by students. Is broken-down, obsolete equipment taking up valuable space? Have an auction to dispose of it. Empty shipping boxes, old flowerpots full

of dead plants—if you have them, toss them.

Make Your House Do the Housework by Don Aslett and Laura Aslett Simons (Writer's Digest, 1986). How furniture is arranged can drastically cut down the time spent in cleaning and maintenance. Using the "discipline of structure" I made mess-making impossible (or at least more difficult) in my library. For example, lounging students were in the habit of propping their feet on the oak coffee tables near the magazine racks. I moved the tables beyond the reach of the students and saved countless reprimands throughout the day. Students left pop cans, candy wrappers, and sunflower hulls on the bookshelves in an alcove. I moved the table that sat in that alcove into an open area and, presto, no more trash on the shelves.

Doing It Now by Edwin Bliss (Scribner, 1983). "Well begun is half done." "Do the worst first." These are two of the 45 motivational sayings that the author recommends be posted around your house or office. Self-discipline is where success starts, according to Bliss, who tells how to deal with the top 40 excuses for procrastination. How many librarians whine about lack of clerical help? Don't just complain—take action, and do it now.

How to Get Organized When You Don't Have the Time by Stephanie Culp (Writer's Digest, 1986). This book is divided into two parts: organizing your time and organizing your space. There's even a chapter on organizing your car. Culp started her own business, called "The Organization," which is dedicated to creating order from chaos. First, she says, identify your mission. (*Infopower,* a recent ALA publication is a good source of mission ideas for librarians.) Next set priorities and goals to achieve that mission. List unfinished business and make a to-do list. Transfer the to-do list to a project list and then schedule your plan of attack. Sounds easy, doesn't it?

File, Don't Pile by Pat Dorf (St. Martin's Press, 1986). As sure as the sun rises, more paper will flow into your life. This book deals with

setting up files to organize papers. Dorf, a former librarian, says uncontrolled information is not a resource but a burden. If you don't know you have it, or you can't find it, it's of no value. Another of her sayings that I live by is, "What's the worst thing that could happen if I throw this away?"

It's Here . . . Somewhere by Alice Fulton (Writer's Digest Books, 1985). Fulton says how your physical space looks reflects your mind. Does your space say "scatter-brained?" Dabs of book processing supplies were located in three different rooms in my library. Using Fulton's ideas for organizing centers in a kitchen—a tableware center, a cooking center, a baking center, and a clean-up center—I created a book processing center and gathered all the tools and supplies in one spot.

What They Still Don't Teach You at Harvard Business School by Mark McCormick (Bantam, 1989). One chapter of this book is titled "Time Bombs That Can Blow Up Your Carefully Structured Day." Another chapter emphasizes the impact of your treatment of janitors and secretaries, the secret rulers of every school, on your success or failure. In our school, the director of the gifted program had a "put-them-in-their-place" attitude that torpedoed her first year on the job. Treat other workers with respect or you may get torpedoed too.

Totally Organized by Bonnie McCullough (St. Martin's Press, 1986). Her chapter on getting children organized and motivated to work at home would also apply to student assistants. Break a big job down into small parts and assign the parts to student assistants. Make a poster of daily duties so that students can check off the completed duties.

Ordering Your Private World by Gordon McDonald (Oliver-Nelson, 1986). McDonald was formerly the pastor of the largest church congregation in New England. He looks at organization as a way to avoid burnout. Here's a quote I found helpful: "Simplification is very important. Some of the greatest people who ever lived didn't spread themselves thinly in lots of different pursuits, but had a clear sense of what their mission was and plodded steadily in that direction." How many librarians spread themselves too thin by taking on responsibilities that aren't related to their mission?

Time for Success—A Goal Getter's Strategy by Alec MacKenzie (McGraw-Hill, 1989). This book was such a powerful motivator that I stopped reading in the middle of it to do a task I had been avoiding. MacKenzie believes that not one person in ten carefully prioritizes his tasks for the day and develops a plan for accomplishing them. The library application: plan your work and then work your plan.

How to Organize Your Work and Your Life by Robert Moskowitz (Doubleday, 1981). Moskowitz advocates devoting your efforts to what you do best, as well as what only you can do. Draw up a chart dividing library jobs into two columns—professional and clerical. How much of your day is spent doing things your student assistants could do? Make the people around you more experienced, knowledgeable, and skillful; then, reap the benefits. It pays to train student or adult aides well because delegation can increase your effectiveness tenfold.

Teamworks! Building Support Groups That Guarantee Success by Barbara Sher and Annie Gottlieb (Warner, 1989). In *Wishcraft*, their best-selling first book, the authors showed how to make a flow-chart plan for achieving what you really want in life. *Teamworks!* continues this concept with instructions for setting up a group of people who can help you develop plans for any goal and give you information and contacts. They warn that *isolation* is a dream killer. How many of us are isolated from other teachers. One successful librarian named an advisory committee of students, an administrator, and members of the community, which meets quarterly to set goals and discuss library direction.

Shirley C. Fetherolf has been a library-media specialist in Arkansas, Kansas, Indiana, and Ohio. She is currently substituting in the Cleveland, Ohio, area school districts while seeking a full-time position. In addition, she is doing free-lance writing and desktop publishing. Shirley is also a BOOK REPORT reviewer.

Living a Beautiful Life by Alexandra Stoddard (Random House, 1986). Stoddard gives directions for transforming your cluttered and hectic existence into "a beautiful, more ordered life." Her approach to organization focuses on taking time to smell the roses rather than compulsively rushing from one task to another. "Only by paying careful attention to the simple details of daily tasks and to our immediate surroundings can we live vitally and beautifully all the days of our lives." Her chapter on "how to turn a 15-minute lunch break into a restorative experience" would be appealing to most librarians.

How much of your day is spent doing things your student assistants could do? Make the people around you more experienced, knowledgeable, and skillful; then, reap the benefits. Delegation can increase your effectiveness tenfold.

The Organized Executive by Stephanie Winston (Warner, 1983). This author advocates punching holes in big jobs by doing tiny parts that can be done in five minutes or less. By establishing two or three clear-cut objectives, the librarian can break insurmountable tasks into simpler components that can be handled one at a time. Get the most important things done first.

The Seven Habits of Highly Effective People by Stephen Covey (Simon & Schuster, 1989). Did you ever hear the story about the lumberjack chopping down trees with a dull ax? When asked why he didn't stop to sharpen it, he said he didn't have time! Could you be more effective if you changed some of your habits? This book would be an excellent addition to your professional collection.

Am I totally organized now? No, but I've come a long way from that evaluation almost 10 years ago. Simplifying, focusing on my mission, and saying no have saved me from burnout and made me a much more effective as well as professional librarian.

Keys to Library Management

By Laura Leland Edwards

I believe that all libraries can be efficient and well organized if we follow three simple rules:

- Establish a good atmosphere.
- Select quality materials.
- Give good service.

Establishing a good atmosphere means making sure students and teachers want to come back to the library. You can do this in many different ways. One way is to show your staff and students that you genuinely want them to use the library and care about their needs. Students and teachers will want to come to your center if they are made to feel comfortable. It is up to you to make sure the lighting is correct, the furniture comfortable, and the overall visual effect appealing.

If money is a problem in delivering a good atmosphere, invite administrators to come to the library. Point out the needs. If that fails, ask them to hold a teachers' meeting in the library. Make sure they sit in the same chairs students use. Your point will be made.

Objects that will make your library visually attractive include plants, posters, bulletin boards, murals, student displays, contests, and exhibits. But, don't over-do decorations. No one likes to be grabbed by a plant or surrounded by too many cute things!

A helpful way of checking the mood in your library is to videotape a class period. View it at a time when you can look at it objectively.

Selecting quality materials is something that we must do every day. That is our job. Make sure you live up to the challenge. Read professional library magazines and teachers' magazines related to the curriculum. They are filled with selection suggestions. Read the book reviews in the local newspapers. They are a key to the types of materials being read in the community.

Don't be taken in by the vendor who is just out for the "bucks" in a sale. Fortunately, most vendors want to help you get quality materials and are generally interested in your long-term purchasing power. You can weed out the questionable ones by keeping a vendor file and noting the service you receive from each vendor.

Selecting quality materials includes meeting with your teachers and listening to their needs. Don't forget your students! They can be organized into a library club to help you select materials other students will enjoy reading and using. They know the reading interests of their age group.

Finally, an effectively managed school library gives good service. This means being enthusiastic about your library and the materials it contains. It means being well read yourself.

All of the above efforts (establishing, selecting, and giving) should pay back in a more effective library. You will find the library brimming with excited people every day.

Library Management from A to Z

Deborah M. Cooke

Not a textbook appproach to library management, this alphabet is based on practical experience.

How long ago did you have your first organization and management class? For me it was the early 70s. I sat today for quite a while and tried to remember all I could from that class. The major thing I remember was constructing a floor plan for "my ideal library." It was a huge piece of posterboard with orange and blue rectangles to designate soft chairs, dozens of study carrels, a score of conference rooms, storage and workrooms—even a mezzanine. I saved that floor plan for a number of years, and every time I came across it, I had a good laugh. The longer I worked in a library the less "ideal" it became.

Other than the floor plan and learning what a library supply catalog is, I remember little from that course. Everything I learned about management came from such experinces as an ideal mentor relationship with my first head librarian, a network of support, sharing tips with other librarians in the county, and the day-to-day relationship with teachers and students.

There are a number of management styles and theories about what will or won't work. I'm not one for theory; practicality wins out every time. What follows are those tips I've found to be most practical to achieve the effect I'm trying to get, a library that manages itself—or seems to do so. This was all brought home to me one typical morning before the homeroom bell had rung. The assistant librarian and the clerk were at the circulation desk attending to the line of about 15 students. Another 50 students were milling in or around our open library; half a dozen teachers were lined up at the copier; other teachers were using the thermofax and the laminators; and I was replacing the lamp in a projector when a new teacher came in to schedule her classes. She looked around at the apparent confusion and turned to ask, "How do you manage. . .?"

How? Here's my alphabetical method:

A—Act like an administrator. See yourself in a managerial role. Doesn't it sound more professional to say "I manage a school library" than "I run the library"? If you start thinking of yourself as a manager and an administraotr, and acting on that positive attitude, others will soon begin seeing you that way too.

B—Budget your time. It's the most important commodity you have. Set up or refine your system

Deborah M. Cooke has been the Librarian at Salem Church Middle School in Chesterfield County, Virginia, since 1973, first as assistant, then as head librarian for the past 10 years. She organized the Virginia Winnebago Users Groups and has written several articles on computer use in libraries. She was awarded the Media Educator of the Year Award in 1986 by the Virginia Educational Media Association.

Avoid the pitfall of believing "it's easier to do it myself." Managing a staff means working on interpersonal skills so you can create a staff that can work well together. If you have no staff . . . you must manage your time even more carefully.

for keeping track of upcoming deadlines and projects you want to work on. Be in control of your calendar, not controlled by it. This is especially important if you have no staff to whom you can delegate responsibilities. Don't be afraid to tell the teacher who needs "just this one little thing" that you've already got something on the calendar for that period. Like everyone else on the staff, you've got to have planning time.

C—Communication is vital to a healthy library program. Let the administration, the faculty, and the students know your goals and objectives. I know two librarians who laminate a copy of their annual goals and tape it to the workroom door. Everyone who comes in the library can see those goals. Communicate positively: what you say, do, and write communicates an image of you and the library program. Don't let that image be the stereotypical "the librarian's only interested in overdue books."

D—Delegate. A good manager doesn't do it all himself. Delegate responsibilities to other staff members, student assistants, and volunteers, and then leave them alone to do the job. Assume the job will be done. Avoid the pitfall of believing "it's easier to do it myself." Managing a staff means working on interpersonal skills so you can create a staff that can work well together. If you have abolutely no staff to manage, you must manage your time even more carefully.

E—Evaluate your program and yourself—continually. Take a good look once in a while at procedures you are using. Are you doing something just because that's the way you've always done it?

F—Focus on the whole library program. Don't get bogged down in petty day-to-day routine that can really overwhelm you. That's where having your goals clearly, and literally, in front of you helps to keep you on track.

G—Grappling with equipment. We have 499 pieces, including 65 wall screens and 127 carts. Most of our equipment is checked out to departments for the entire year. Each piece of equiment is color coded with a large piece of book tape (green for English, purple for science). Still on the equipment are the serial numbers used in the days when we checked out everything with cards and pockets. The equipment also has the bar code, which we now use with the computerized circulation system. But, keeping the color tape on the equipment has helped us know immediately which department should receive equipment that turns up mysteriously in the library.

H—Humor can never be underestimated. Be able to laugh at yourself or see the lighter side of each situation. We always include a cartoon and some trivia in our newsletters.

I—Interruptions are inevitable. Your attitude plays a large part in coping with the interruptions and constant rush of the day. Look at interruptions as a chance to get a breather and new perspective. You'll come back to the job at hand with a better attitude (and maybe some new ideas).

J—Join your professional organization and be active. The new ideas you can gain from sharing with other professionals are immeasurable.

K—Keep resources at hand but not underfoot. No matter how many jokes you hear about cluttered desks, you really can function better with a tidy one. Invest in a file cabinet if another one will help clear your desk. Take an afternoon to rearrange your office to make what you need more accessible. One librarian I know has a number of books on teaching library skills. To avoid carting the books home or scattering them all over her office while she is planning lessons, she made a copy of each table of contents. She keeps those copies in a folder and can refer to them to find lesson ideas. When she finds an idea, she pulls out only the book she needs for that lesson.

L—Learn all you can about the new technologies affecting library management. The computer has

revolutionized the way we handle routine duties. You should be taking advantage of that revolution. Even if you can't go out tomorrow and drop several thousand dollars to set up a complete system, you should be working toward that goal. If you've not computerized at all, start with something simple such as a program to handle overdues, or a database to inventory equipment. Once you're comfortable with that you can begin to branch out or step up to a more sophisticated system. Don't be intimidated by that seemingly impossible task of initial outlay of time or input of data. Once you're familiar with your system, you'll be able to make it work for you, and you'll wonder how you ever did without it.

Sometimes you have to make choices between what you're going to do and what you're going to do well.... The adage "anything worth doing is worth doing well," doesn't apply in time management."

M—Manage your schedules by making your calendar work for you. We have several calendars: one for classes, one for the ½-inch VCRs, one for the ¾-inch VCRs and one for the camcorder and the laser disk player. They are posted in the workroom so teachers can peruse them for planning, but only one of the staff signs anyone up. This allows us to manage the class loads based on activity and avoids the problem of who signed up first when seven teachers show up to use six VCRs.

N—Notes to yourself and others. You can't keep it all in your head. Work out a system that's best for you. Some librarians plaster everything with Post-It notes; some make a next day's to-do list before leaving school; some make a list and scratch off each item as it is accomplished; some make a list of tasks as they are completed. While you need contact with the teachers, don't run yourself ragged looking for them all over the building. Write notes, circulate catalogs, and route memos. (This puts the burden on the teachers to come to the library.) I have a manila folder in which I put memos and invoices that the principal must sign. I put it in his mailbox each evening. The next morning the signed documents are in my mailbox, cutting down on the number of trips to the principal's office.

O—Opinion polls. Occasionally you may want to test the waters by asking teachers and students to evaluate the library program. If you've been continuously evaluating and refining, the poll results will probably be about what you expected. Once in a while you may get new insight on a point that could improve the program.

P—Principal's support. This is paramount to an effective program. You need to be sure the principal is aware of the essence of the publication *Information Power: Guidelines for School Library Media Programs* (ALA). He or she should also understand your goals for the library. It helps to meet from time to time to discuss the library program in general, not just the problems. Keep the principal informed about activities in the library and about new purchases and how they are being used. Include a copy of your goals with budget requests.

Q—Quality or quantity? Sometimes you have to make choices between what you're going to do and what you're going to do well. We're not talking about lowering your standards here, but rather deciding which jobs need your best effort and which don't. The adage "anything worth doing is worth doing well," doesn't apply in time management. Why type up lengthy reports on what classes used the library last month? Instead, just file the calendar page. It also helps to define your own strengths and concentrate on them, without apologizing for your weaknesses. I let teachers know up front that I don't do booktalks well. I don't apologize for it. I do try to compensate by providing videos or asking the public librarian to give booktalks.

R—Rapport. Sometimes it seems library management is 99% public relations. You're constantly inviting others in, informing them of your services and your offerings, and wrangling with them to return what you so generouly encouraged them to borrow. Rapport has to include learning how to work with everyone in the building. You cannot afford to alienate anyone or be pulled into a clique.

S—Streamline operations. Cut out as much unnecessary work as you can. Stand by the trash can to sort your mail. Time management is an essential part of keeping your program on target and keeping your sanity from day to day.

T—Tackle big projects or problems by breaking them into smaller sections. I call this the "salami approach." The small jobs won't seem so overwhelming and can be worked on over the course of a week or more. You may find you can delegate parts of the project to others. You can probably get the job done in nearly the same amount of time as if you had waited, looking for an uninterrupted block of time to do the whole job at once.

U—Us. Emphasize the team approach when talking with administration, faculty, students, and staff.

V—Volunteers. They're indispensable to most libraries. Praise them for their efforts and thank them for their time, but be sure they have a clear understanding of their duties. Set up stations for processing so a volunteer can come in at any time and go right to work. List jobs on a bulletin board where they may be checked off as they are completed. Rotate the routine so no one becomes bored and discouraged with volunteering. Listen to a volunteer's suggestions for how a job could be done; she may have a better way.

W—Weed, weed, weed—your office, your files, your routines. Discover your timewasters and get rid of them.

X—Xenophobe. Don't be one.

Y—You. You are in charge. The utlimate responsibility for the success of the library is in your hands. Don't be intimidated.

Z—Zest! Enjoy what you're doing and it will show through everything you do.

When the new teacher asked me, "How do you manage?" I looked around the library, and replied quite honestly, "This? This is normal."

FEATURE

Successful Management Techniques —School Library Style

By Alice Evans Handy

Like it or not, school librarians are managers. Striving for excellence should be as much your concern as it is the industrial manager's, according to the author.

What hat did you wear today? Teacher? Materials specialist? Technician? Bibliotherapist? Researcher? Disciplinarian? Publicist? Consultant? Curriculum writer?

I have a hat that fits all of us all the time. It's marked "Manager." But because we may not think of ourselves as managers, we wear it uncomfortably. Yet all of us are managers, whether we like it or not, and we need to consider (a) what is excellence in management and (b) what can we do to achieve it?

Most research on management comes from industry, rather than education, and I often scoff at those who try to apply industrial savvy to education. After all, our product is a living, growing, educated human being! But when I encountered the succinct and common-sense ideas of Thomas J. Peters in an article in *Business Week* called "Putting Excellence into Management" (July 21, 1980, pp. 196-205), I was impressed, and when Peters with Robert H. Waterman followed this up with a best-seller called *In Search of Excellence*, I felt compelled to rethink some of their ideas "school media style."

Peters identifies eight attributes that characterize several diverse, but well-managed, companies. They follow, with my interpretations and comments.

1. Bias toward action.

Do it, fix it, try it. These are the key instructions. Successful managers avoid over-analyzing and they avoid complicated procedures.

As media professionals we do not have the luxury, or even the option, of waiting for the perfect overall plan. We must act, experiment, take risks, and if things don't work, figure out why and try again.

Alice Evans Handy is the media specialist at Metcalf Junior High School in Burnsville, Minnesota. A freelance writer, she has written feature articles for a number of BOOK REPORT theme sections.

2. Simple form and lean staff.

With budget cuts, most of us have the lean staff, but simple form is another matter! By its nature, media work complicates itself. But we as media managers can simplify. By focusing and streamlining the systems we use, we improve access, gain staff time, and foster goodwill. In this way we focus our energies on our major goals as well.

3. Closeness to the customer.

"Well-managed companies are customer driven," asserts Peters. Well-managed, effective media centers are customer driven too. Of course, our customers are the students and teachers we serve. Certainly we have the training and experience to think ourselves into our customers' minds since all of us have been and will be students and teachers ourselves.

For concrete suggestions on how to make changes based on the customer perspective, I recommend Sylvie A. Green's article, "Merchandising Techniques and Libraries" in *School Library Journal*, September 1981.

4. Autonomy to encourage entrepreneurship.

Here we turn from our customers to our employees—whether assistants, aides, student helpers or volunteers. By training

them to take initiative and to handle routine operations on their own, we give them a stake in the media program. This is sometimes called ownership. If employees think of the media program as their own, they take pride in it and get intrinsic rewards from its successes.

A manager needs to say, "What works best for you? What's your opinion? How could we do it more simply?" A manager needs to listen and then trust others to make decisions pertinent to their duties. If necessary, there will be a chance to say, "Let's back up. This isn't producing the results we want. How can we fix it?"

5. Productivity improvement via consensus.

"Productivity can be improved by motivating and stimulating employees," Peters tells us, and this is a very "in" topic among business managers today. The goal is a team effort.

First of all, we motivate employees by giving them as much autonomy as appropriate and then add recognition for a job well done. Nonmonetary rewards such as buttons, certificates, and proclamations may be corny, but they do make a point effectively and inexpensively. The state media organization of Minnesota, M.E.M.O., has devised several such awards, given on an annual basis. This can be done locally, too. I believe that merely applying for state and national awards gives a boost of recognition to people at your school.

To remind myself of the importance of productivity, I like to quote from a recent publication of the National Association of Secondary School Principals, "Expect excellence. Support excellence. Praise excellence. Reward excellence."

6. Stress on a key business value.

Change this to read "stress on a key educational value," and you're talking school media style. Your key value will not be the same as mine, but to identify it, ask, "How will this media center make a difference in students' lives 20 years from now?" Write your answer down in 25 words or less. My answer goes something like this, "Twenty years from now I want these students to use and evaluate information of all types and to do so thoughtfully."

Stress on key educational value helps you simplify, helps you act decisively, and—if you communicate it persuasively—helps you work with your staff toward consensus.

7. Sticking to what you know best.

Successful companies, Peters and others have discovered, define their strengths and build on them. Define *your* strengths as a media professional. Then do what you do well without apology. There's a bonus here: by doing what you know best, you maximize job satisfaction and minimize stress.

Carefully examine the temptation to move into ventures that look attractive but require expertise and resources you do not have. Of course, ours is a profession tied to technology so we often find it necessary to expand our duties and to learn new skills, but we ask the impossible if we ask ourselves to be all things to all people. As Peters explains, "Successful companies do not leave their base."

Perhaps it is to our advantage if we are clear that we run a library better than we run a study hall or a computer lab. With all the interest in computer education, I feel my job is to learn as much as I can about quality software and its application in the curriculum. I may dabble in BASIC or take the cover off a computer, but this does not make me a programmer or a technician. I am still a materials specialist, just as I have always been, and that is what I do best.

8. Simultaneous loose-tight controls.

"While this may sound like a contradiction," Peters explains, "it is not. The successful companies control a few variables tightly, but allow flexibility and looseness in others."

Put another way, your goal as a manager is a media center full of people learning, risking and growing; yet you still need to be in control. Some variables you control tightly, for example, the selection of materials. Others, such as circulation, inventory and repair, you control loosely, delegating responsibility. But tight or loose, you must know what's going on.

Devise a system of record-keeping that tells you at a glance where you are. Beware of the tendency to get bogged down in reams of records and minutiae.

What are the key data? What are key relationships among data? Perhaps you need to know not only circulation, but usage patterns; not only budget, but budget in relation to usage trends and enrollment projections. I've attempted counting "instructional transactions" in the media center rather than the number of times circulated. Whatever you count or compare, you need information which you can scan quickly to give you (and your supervisor) a picture of the whole program. Good decisions are based on good information.

By way of summary here are a few questions to help you evaluate your management expertise. (As you do so you also evaluate your media program.)

- Do you spend most of your time acting to achieve your key educational goal?
- Are you able to change and change efficiently?
- Is the operation lean and simple? Are the systems focused?
- Do you concentrate on your customers' needs rather than your own?
- Does your staff work independently? Do they put the customer first? Do they make suggestions for improvement? Have you publicly recognized their efforts lately?
- Do you work confidently and happily? (Are you doing what you know best?)
- Do you have key data at your fingertips that enable you to monitor your program and make decisions?
- Do you communicate your decisions and your key objective clearly and consistently to all members of your team?
- As you think of all those hats you wear, do you think of yourself as a manager?

Put It In Writing!

The Policy and Procedure Manual

The author outlines her policy manual and gives you some suggestions for writing or revising yours.

By Lee Diane Gordon

This fall I took over another library, my second. As I opened cupboards, file cabinets, drawers, and desks I found my suspicions to be true. Once again I had taken over a library that did not have a written policy; nor were any of the library procedures in writing. Several years ago, when I became the librarian at a school library much in need of just about everything, one of my first priorities was to write a policy/procedure manual. It looked as if I would have to do the same once again. Luckily for me, an adult library aide who had been at the school since it opened returned for another year. She was able to fill me in on the little details. But what if she hadn't?

Every library should have its own policy manual for several reasons. First, for information. If a librarian were suddenly unable to work, a substitute librarian would have a source of information concerning circulation, processing, rules, and so forth. A new librarian would also have a source of information about the library and all the little details abouts its operation. Second, to provide direction. The policy manual mirrors the needs of the school and gives the librarian a focused look at goals and objectives. Third, for protection. The policy manual should include selection procedures, including guides for handling both objections to material and donations of books. This is a very important section, which the American Library Association recommends that every library have for its own protection when dealing with patrons and contributors.

Our manual is described briefly here by sections and the complete outline with sample statements appearing in the boxed text.

Section 1—Philosophy

To begin our manual, I used the school district's statement of educational philosophy along with two additional statements: the "School Library Bill of Rights" (American Library Association), and "The Right to Read" (National Council of Teachers of English). The district's philosophy and the two added statements covered a broad area, and surprisingly, contained no contradictions. Each complemented the other.

Section 2—Goals and Objectives

The major goals of the library were listed with specific objectives for the attainment of those goals. Listed in this article are some samples of the goals and objectives. This begins the individualization of the manual. Every library's goals and objectives will probably be different, although there are some that should be included in all.

Another addition to this section was the inclusion of our district's chart of scope and sequence of library skills instruction. It was ready-made and saved quite a bit of time, although I did change a few items to fit our students' needs.

Section 3—Selection Policy

This is a critical section. Having a written selection policy is a must if you are

Sample Sections and Basic Organization

The following outline with sample sections is taken from the author's policy manual. A source of various parts of the manual was **The Modern School Library** *(see "For More Information," for the publisher and address for this and other helpful books.)*

Section 1—Philosophy

Statement of Educational Principles
School Library Bill of Rights (ALA)
Right to Read (NCTE)

Section 2—Goals and Objectives

To provide and maintain a collection of book and nonprint media materials designed to complement and enrich the school curriculum.

To make available new and varied materials of use and interest to both students and teachers.

To provide instruction and guidance in the use of the library and research materials.

To provide a wide selection of books for leisure reading and to promote a varied selection by the students.

To provide a quiet, efficient place for study or leisure reading.

(Add district scope and sequence for library skills instruction)

unfortunate enough to be faced with charges of "objectionable" materials. It is also valuable when individuals or organizations are trying to include materials through donation that may have no place in your library.

The first part of this statement should establish who is responsible for the selection of materials and what sources are consulted.

The second part should be a list of criteria used when selecting or evaluating materials. In the sample (see box), I have combined parts of my district's policies with bits of my own to fit the school.

The third section, and most important for your own protection, concerns the policy and procedure on criticism of materials. The American Library Association (ALA) has a sample policy and form that can be used by almost any school or library. As I read the ALA policy and examined their sample form, I discovered that my district had used it as a model. The sample section in this article relies heavily on the ALA policy.

Section 4—Circulation Procedures

This is another area that could provide protection for you. Having a written policy can resolve conflicts when dealing with parents who feel that you are in some way being unfair toward their children.

This is also the section that will be most helpful to a substitute or replacement. Whether we like it or not, circulation is our largest and most obvious function. I have discovered that in my district, every school has a different circulation system. In changing from one school to another, I had to make some major adjustments, since I was so used to the one at the first school. The sample for this section merely suggests areas to be covered because of the great diversity.

Section 5—Processing Procedures

The processing procedures followed at my first school for the 20 years before I became librarian were somewhat complicated and time-consuming. I did streamline a few things, but why fight tradition? The procedures at my current school are less time-consuming, but include steps not needed at the other school. If you spell out the steps, substitutes and parent volunteers will be able to follow them without making a shambles of the attempt.

Section 6—Multimedia Listing

This could be omitted if you chose to keep your master inventory of audiovisual

Section 3—Selection Policy

Policies

Media center materials selection shall be a continuing process involving administrators, teachers, librarians, students, and parents.

The basic factors shall be the curriculum, the reading levels, the maturity levels, and the backgrounds of the students using the center.

Final authority in selection shall rest with the principal of the school, in consultation with the librarian.

The following authorities shall be consulted in the selection of library materials:

- *Wilson High School Catalog* (annotated, listed by author, title, and subject.)
- *School Library Journal* (periodical, includes reviews of recently published materials)
- *The Book Report* (periodical, includes review of recently published materials)
- Various annual lists and awards, (ALA, Notable Books, Newbery Awards)
- Recommendations from other recognized educational organizations.

Selection Criteria

Materials to be purchased may be print or non-print, depending on current needs of the school and its students.

Materials should be of varied levels of difficulty, taking into consideration individual need and the varied interests, abilities, socio-economic backgrounds and maturity levels of the students served.

Materials should reflect the ideas and beliefs of religious, historical, and ethnic groups and their contributions to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

Gift materials shall be evaluated in the same manner as purchased materials. If the criteria are met by the materials, they will be available for general circulation.

The following shall be considered when selecting materials:

- Does the material meet the needs of the individual student?
- Does the material meet the needs of the school?
- Is the material suitable for the age and maturity levels of the students?
- Is the material suitable for purchase by the school library?
- Taking the foregoing criteria into consideration, is the material of the best quality available?

After the material has been ordered and received, it shall be examined using the above criteria for selection as criteria for evaluation.

Selection Criticism

When the suitability of a particular book or other material has been questioned, the school should provide a form to be completed in quadruplicate by the individual requesting review.

Lee Diane Gordon is the librarian at Eldorado High School in Las Vegas, Nevada. In the January/February 1984 issue she described her experiences as the new librarian in a long-neglected school library, "Making Miracles Happen."

equipment and software in a different form. All of the items in my collection had shelf-list cards or equipment inventory cards, but I put together a master catalog for teachers. The catalog was included in the manual, along with copies of the various forms we used.

Section 7—Periodicals

Usually a short section, this included processing information, information concerning back issues, and copies of the forms we used with inventory.

Section 8—Shelving and Filing Rules

I include shelving procedures and special rules, such as those for books located in special collections. The filing rules we used for catalog cards were spelled out. (Believe it or not, libraries use about four of five different systems or parts of systems.) Once I had all this in writing, I used it in the student aide handbook. Also I included special information about the card catalog—last weeding date, what was currently being altered.

Section 9—Library Aides

This section was an outline of the program I had developed for my student aides, including objectives, aide handbook, tests, materials, and evaluation forms.

The individual must include author, title, publisher, page number of each item questioned, his reason for the objection, and his signature. He must give sufficient identification of himself so that proper response may be made.

The material in question shall be reviewed by the principal, librarian, three teachers, and two parents. This review will be completed as soon as possible after the objection has been received.

The material shall be considered with both specific objectives and content in mind. This review shall be treated objectively and as an important matter. The best interests of the students and the requirements of the curriculum shall be stressed.

The committee will arrive at one of three decisions: (a) leave the material in the library on open shelving; (b) remove the material from the library; or (c) place the material on closed shelving to be circulated only to students who have written parental permission.

The findings of the committee shall be promptly reported to the superintendent and to the individual who has requested review.

Section 4—Circulation Procedures
Check Outs
Check Ins
Special Types—encyclopedias, magazines
Overdue Policy
Circulation Records

Section 10—Budget

This is a section you might wish to keep elsewhere. If you include it, you may want to keep a yearly list of budget money allocated to the library for reference.

Section 11—Inventory

Yearly inventory summary sheets were kept here, as well as inventories of equipment that were required by the school at the end of each year. Instead of recounting everything every year, I kept a master list, changed it as we altered furnishings, and used it at the end of the year.

Section 12—Bibliographies

Obviously, you would need a very large notebook to keep a copy of all the bibliographies you have written. Instead, keep a master list of bibliographies for quick reference, including the date each was compiled.

Section 13—Library Handbooks

Last, but not least, add one copy of any library handbook designed for your library.

Once you have finished the manual, make a copy and keep it in a safe place at home. The next time you change positions and

Section 5—Processing Procedures
Books
Paperbacks
Multimedia
Audiovisual Equipment
Section 6—Multimedia Listing
Master List of Multimedia Holdings
Forms pertaining to AV equipment
Section 7—Periodicals
Processing
Forms used
Section 8—Shelving and Filing Rules
Shelving Procedures
Special Rules
Filing Rules
Special Data about Card Catalog (last weeding date, etc)
Section 9—Library Aides
Objectives, Program Expectations
Library Aide Handbook
Evaluation Forms
Section 10—Budget
Current Budget Worksheets
Previous Budgets
Federal Funds
Section 11—Inventory
District (or school level) inventory summaries
Special inventory forms
Section 12—Bibliographies
School-made Bibliographies
Professional Bibliographies
Section 13—Library Handbooks

FOR MORE INFORMATION

"The Right to Read" National Council of Teachers of English

"Intellectual Freedom Handbook" "School Library Bill of Rights" American Library Association

The Complete Book of Forms for Managing the School Library by Ruth Toor and Hilda K. Weisburg. 1982. The Center for Applied Research in Education. *(This is not essential, but has many ready-made forms to put in your policy manual, as well as forms for other aspects of library management. A time-saver.)*

Secondary School Library Management Manual by LaVerne H. Ireland. 1984. Petervin Press. *(One section of this loose-leaf manual is a fill-in library procedure manual. Much editing is needed, but the basics are there. Also in this manual is a complete program for student library aides. Another time-saver.)*

The Modern School Library by Helen E. Saunders. 2nd ed. revised by Nancy Polette. Scarecrow Press

find yourself at a new school library, with some editing, your new policy and procedure manual will be completed in much less time. (But do leave behind the original manual for the next librarian!) I know that from experience. It is even easier to revise it if you have a word processor at your disposal. Save it all on disk, and revisions are a snap.

When the manual is all finished (and probably placed in a large ring-binder), take it to your principal and show him what you have accomplished. I hope he will give you a well-deserved pat on the back, because once this is all done, you deserve it.

Writing Selection Policy

Finding the words is often a chore in developing written policies. We thought you might be interested in a sampling of statements from the selection policies of librarians who contributed to this article.

. . . on the School Board's Responsibility

"In adopting this selection and retirement policy, the Board recognizes its right to participate in deciding what materials may be selected for or retired from the holdings of the Media Centers but agrees that it shall take no action without first seeking the professional advice and counsel of the Media Specialist in charge of the affected holdings."—*Triad Local Schools, North Lewisburg, Ohio*

. . . on Access to the Collection

"The student will have access to all available materials regardless of their content, difficulty, or appeal. Furthermore, the student will retain the right to make his/her own reading and viewing choices except for assigned material or when restriction is ordered by the student's parent or guardian. When a parent restricts a child from reading or viewing any materials held in the collection, a letter detailing the nature of the restriction should be obtained from the parent, read, dated, and signed by the child in the presence of the librarian. The original letter should be retained in the center and the library/media staff notified. A copy of the letter should be forwarded to the principal and appropriate classroom teachers. The child thus informed has the responsibility to honor the parent's wishes. In no case will the materials in question be removed or in any way made inaccessible."—*Streetsboro City Schools, Streetsboro, Ohio.*

. . . on Weeding

"Basis for Weeding: Resources (1) in poor physical condition, (2) containing outmoded or obsolete subject content, (3) no longer pertinent to the curriculum, and (4) superseded by more current information."—*proposed policy for Wallkill, New York, Schools*

. . . on Gifts

"Gifts will be accepted by the library, but the library reserves the right to examine and evaluate these materials and include or dispose of them at its own discretion. In no circumstance is the library to accept a gift if specific stipulations from the donor are attached. Gifts of money for book purchases may be accepted by the library from individuals or organizations, but the selection of book materials is to be made according to stated policy."—*Mt. Vernon City Schools, Mt. Vernon, Ohio*

. . . on Sex and Profanity in Books

"The fact of sexual incidents or profanity appearing in a book should not automatically disqualify it. Rather the decision should be made on the basis of whether the book presents life in its true proportions, whether circumstances are realistically dealt with, and whether the book is of literary value. . . ."—*Lincoln High School, Ypsilanti, Michigan*

. . . on the Role of the Librarian

". . . As much as possible, the librarian should select materials that have a specific use in the curriculum. However, the librarian does have the right to select materials that, while not specifically related to some part of the curriculum, do enhance the over-all philosophy of the curriculum."—*South Christian High School, Grand Rapids, Michigan*

"Selection of library materials is shared by the many people who use them. Responsibility for coordinating the selection of materials and making the recommendations for purchase rests with the professionally trained media personnel."—*Minot Public Schools, Minot, North Dakota*

. . . on Censorship

"Censorship of library materials shall be challenged in order to maintain the school's responsibility to provide information and enlightenment."—*Minot Public Schools, North Dakota.*

"The public schools shall enlist the cooperation, advisory services, and assistance of teachers, parents, and allied groups in every field of human knowledge in resisting all abridgments of free access to ideas and full freedom of expression that are the proud tradition and heritage of our nation."—*Gettysburg Area School District, Gettysburg, Pennsylvania*

. . . on Salespeople

"Salesmen must have permission from the superintendent's office before going into any of the schools."—*Minot Public Schools, North Dakota*

. . . on the Purpose of the Library

The purpose of the library is to: (1) provide an understanding of the American democratic system in order to develop informed and responsible citizens; (2) foster the growth of ethical standards and sensitivity to social, intellectual, aesthetic, and spiritual values; (3) represent the country's many racial, religious, ethnic, and cultural groups and their contributions to our American heritage; and (4) provide balance in the presentation of ideas and points of view.—*Jane Addams Vocational High School, Bronx, New York*

. . . on Book Selection

"The overall philosophy of book selection is a positive one. We ask: 'What can we include of value?' rather than 'What shall be excluded?'"—*Community Unit I Schools, Charleston, Illinois*

A common feature of the policies was a procedure for handling citizens' requests for reconsideration of books. All of these policies called for written requests, specifically citing objections, and for appeals of decisions, made by the building administrators, to the superintendent and board. Another frequent feature was a reprint of the Library Bill of Rights, written by the American Library Association.

Selection Skills & Tools

Book selection is weeding, knowing the curriculum, involving teachers, organizing the paperwork, and more.

By Deborah M. Cooke

Selection: Where do you start? I've always felt inadequate to the job; the flood of new materials, publisher's catalogs, and reviews makes it impossible to read each item myself. Being overwhelmed by it all, I had admitted defeat by being haphazard in selection for a long time. For the past two years, my goal has been to get a handle on proper selection skills. I've spent quite a bit of time on it, and it's certainly been worthwhile.

Selection has to begin with knowing your collection. Unless you're opening a new school, everything you purchase is just building on the existing collection. Because of this, regular, annual weeding is a must. Certain areas of nonfiction are changing so rapidly, outdated materials need frequent replacement. Getting rid of the "deadwood," those little-used books, is probably harder, but just as necessary. (It helps to change the color of your date-stamp ink every year or so. You can quickly see if a book has not been checked out for several years.)

The next important step in selection is knowing your curriculum. Not only being aware of what's taught currently, but knowing what's scheduled to be emphasized in the upcoming textbook adoptions helps you to get a jump on ordering materials. Communication with the faculty is vital. Our department heads give me a copy of the bibliographies from the teacher's editions of newly adopted textbooks.

All requests from the teachers are given priority in ordering. They are the experts in their fields. (It's also great public relations to let teachers know you value their help in selection.)

All of our audiovisual materials are ordered subject to teacher approval. It's easy to make up a routing slip to send each new item around for preview. Not only do teachers tell us whether or not to purchase the items but they also tend to use those items they've previewed. We often solicit teachers' help for selection by circling a review or catalog entry with the notation, "Would you use this if we purchased it?" The communication with the faculty is informal, continuous, and makes them feel a part of the media center.

Communication with other librarians is invaluable. At our county librarians' meetings, we often have "show and tell" on new or especially useful materials. I recently visited each of the other eight middle schools in our county to discuss developing our reference collection, getting ideas from each of them about references which work best (see next page).

A Selection Tool

I've made a purchase consideration file on a computer disk using *pfs File* and *pfs Report* (Scholastic Software). Any database management program would work. I switched to computer maintenance because the worn box, overflowing with magazine clippings, catalog pages, and p-slips, was not giving me adequate control of the process. I find I enjoy booting up the program on the computer and adding a title or two to the data disk every few days. Each form in the file contains the following fields:

- author
- title
- publisher
- publisher's catalog number
- publisher's price
- jobber
- jobber's catalog number
- jobber's price
- copyright
- call number
- ISBN
- source

Deborah M. Cooke is the librarian at Salem Church Middle School in Richmond, Virginia

After entering the titles I can print out lists by any combination of the fields. Printing a list by call number, for example, allowed me to see if I was ordering too heavily in one area or overlooking another. The program will total prices as well. (After deciding to order a book from a particular jobber, I will remove the publisher's price. This prevents inflated totals from adding the book's price twice.)

If I can order the book only from the publisher, I type DIRECT in the jobber's field. If a teacher requested a title, I type his name in the source field. This reminds me to let a teacher know when the book he requested arrives. I also print lists by publishers and jobbers and use these as the purchase orders. Actual order preparation time is greatly reduced.

I've also weeded, cleaned out, and straightened my publisher's catalog files. I used to have students file the catalogs, but after getting it straight for once, I decided I'd be better off to file everything myself. It takes a few extra minutes to file new catalogs and weed old ones, but I'm much more familiar with the publishers this way. I've taped notes to some of the folders. One folder reminds me to order this publisher's books from a local jobber who gave me good service. Another folder (empty except for the company name!) has a note on it reminding me, "Do Not Order from These People."

Good collection development is based on proper selection. You've heard it so often it's becoming a cliche. But in every cliche, there's a kernel of truth. An adequate library collection is not static; it is constantly developing—conforming to the needs of the students and the curriculum. Proper selection to fully develop a collection requires constant communication between the librarians and their patrons.

Weeding a Middle School Reference Collection

By Deborah M. Cooke

When I decided to update our middle school reference collection, I thought I would begin by weeding. An hour among the reference books left me dusty, frustrated and convinced I'd wasted my time. I needed to begin not by weeding but by evaluating my collection against some standard. I borrowed several bibliographies from our county professional library and checked them against our titles. What I discovered was the varieties of ways a single title can be alphabetized. *Reader's Digest Crafts & Hobbies* was listed in the R's in one bibliography and in the C's in another. (Adding to the confusion was the publishers who tacked "new" on the beginning of a title.)

In addition, none of the bibliographies was geared specifically to middle schools. Then I realized the best sources of recommended titles would be the other eight middle schools in our county.

With a supply of blank index cards and my shelf list in hand, I went off to visit the other libraries. In each it took about an hour to survey the reference collection and another hour to just talk with the librarian. (Although I had been in the county for 13 years, I had not been in some of the schools for years.) We talked about so much besides reference books that the survey proved to be a real boost for all of us.

At each school I checked off my shelf-list cards for matching titles and made quick shelf-list cards for titles that I did not own, that looked interesting or that were recommended by the librarian. I excluded general encyclopedias, world atlases, unabridged dictionaries, and professional books.

After each school visit, I entered my findings on a computer disk. When I finished, I had a list of about 300 titles. I checked the titles against the bibliographies, and then checked catalogs and *Books In Print* for availability and cost.

Then I assigned a point system to rank each title by the number of schools which owned it, by the number of times it was recommended by a school, by whether or not it showed up in the bibliographies, such as Wilson's *Junior High School Library Catalog* and *Guide to Reference Books for School Media Centers* (Libraries Unlimited).

I printed the information by subject listing, by Dewey number, by the school which recommended the title, and by title. These listings were shared with the other librarians.

When I went back to weeding the reference books, I felt I had a definite direction. Some were discarded, some were transferred to the regular shelves, and others stayed on the shelves. And I now have a list of recommendations for first, second and third purchases for our school collection.

Good Reasons for Weeding

By Natalie Krabbe

The author gives you some reasons and guidelines for discarding books, audiovisuals, and vertical file materials. You must add the courage to do it!

Weeding and collection analysis go hand in hand, yet, in most instances, librarians are reticent to weed. Why does the librarian who has the foresight to select current materials on space exploration lack the courage to discard books that say "someday man will set foot on the moon"? I cannot give you the courage to weed, but I can give reasons why you should weed and how to do it.

Among the important reasons for weeding are:

1. Insufficient space in the library. Why do you need a larger room, more shelving or storage space? Have your enrollment and library usage really increased or are your shelves and cupboards stuffed with dead, useless materials?

2. Difficulty in locating materials. Are tiny bookcases crammed into all the corners, carts filled with books, cupboards full of tapes, and counters overflowing with materials? The disorganized fragmentation of the collection makes it almost impossible to find specific items.

3. A small budget caused by full shelves. If your shelves are crammed full of old, dated books and unnecessary multiple copies, it is difficult to present a good case for more money.

4. Too many dated materials. Someday-man-will-walk-on-the-moon books, computer books that don't mention the microchip, career books and filmstrips describing jobs that don't exist are no longer valid resources.

5. Excessive number of duplicate copies. Yes, multiple copies are sometimes necessary, but not on subjects not taught or of books not used.

6. Sexist materials. Old career and science books frequently place the females and males in stereotypic roles.

7. Inappropriateness of materials to curriculum needs. As the curriculum is updated and changed, the materials that supported the old program should be removed or updated.

8. Collections not compatible with students' reading levels. Overtime, the collections may have developed on a higher grade level than that served The books may need to be thinned out or replaced with materials at the appropriate reading levels.

9. Worn-out and damaged materials. In some cases, new copies should be obtained; in others, the materials can be discarded and not replaced.

10. Low circulation. If books have not been checked out for 10 to 15 years, this may be sufficient reason to get rid of them. (However, a 1969 book on Russia, which is checked out frequently because there is nothing newer on the shelves, should be discarded because it provides misinformation).

Natalie Krabbe is the coordinator of instructional materials services for the Lincoln County Schools in Newport, Oregon.

11. The archival syndrome. If archival materials are necessary, they can be obtained from state libraries or interlibrary loans.

In my opinion, the best process and criterion for weeding are contained in a method called CREW (Continuous Review, Evaluation, and Weeding), which is described in the ALA publication *Evaluating and Weeding Collections in Small and Medium-sized Public Libraries.* The process uses a formula that takes into account the Dewey classification, copyright, usage, and MUSTY factors (M for misleading, U for ugly, S for superseded, T for trivial, and Y for "your collection has no use for this material").

Bibliographies, such as *The Elementary School Library Collection, Children's Catalog, Junior High Catalog,* and *Senior High Catalog,* and the ALA series *Reading for Young People,* are useful resources during weeding. Be careful not to spend all your time finding lists, which will act as a deterrent for weeding. The bibliographies are to assist you in areas where you may lack expertise.

What should be weeded varies according to the type of materials being weeded. Vertical files are one of the dichotomies of library work. Sometimes they can be a major boon; at other times they are more work than they are worth. The vertical file is an excellent place to develop a collection of materials about the community and about topics frequently researched by students. However, most of the material in a vertical file is ephemeral. Do not allow the file to become a catch-all for borderline materials that need a home. "Freebies" put into these files aren't truly free. They become dated, cost postage, take time, and need processing.

Weed all *National Geographic* articles and other articles from indexed magazines. Ask teachers which maps should be kept. Career brochures age quickly. All newspapers are not good sources of information and the paper itself is fragile. Delete torn, dated materials. There is no reason to have something on every subject; periodical indexes and card catalogs can serve that purpose.

Indexed periodicals should be kept from three to five years, depending on the storage space available. Unindexed periodicals should not be kept more than a year. (Give them to classroom teachers or clip them for the vertical file.) Microfiche takes less space than magazine copies, but the readers do take valuable space. There is also a tendency to keep mircofiche forever, which means the printed indexes need to be kept also.

Pictures and study prints quickly become dated and they fade. The older prints also tend to stereotype boys and girls. The photos of countries, means of transportation, and space travel are invariably dated. Pictures that are small, torn and frayed also need to be weeded.

One of my pet battles is fought with audiovisual materials. I keep finding unopenable, grey metal containers full of black-and-white film. The container is my clue to vintage footage, such as *Today's Transportation* c1959. Other favorite foes are the filmstrips with tears and missing sprocket holes, which the teachers refuse to use because the content is obsolete but give to students as instructional materials—because the filmstrips are already damaged. Other useless items are scratchy records, torn and outdated software, and tapes that have been in the drawer for several years waiting to be repaired. I have found that bad does not become better.

Unless they are actually used, the collections of transparencies can be discarded. Student-produced tapes, filmstrips and slides eventually lose their memorabilia power and can be deleted. Examine all kits as if they were books. Those which are dated, worn, missing parts, or not needed should be destroyed. Since reel-to-reel tapes have become obsolete, consider getting rid of them. Don't transfer the taped material to cassettes. If the reels weren't being used, the cassettes won't be either.

Books always present a challenge in weeding because there are so many variables to be considered (Dewey classification, copyright, usage, student needs, condition, and content). The CREW guidelines based on Dewey number, date of copyright, time without use, and the MUSTY factors will be especially helpful here. This process applied to a book in the 390s, titled Etiquette, might show findings such as these:

390 Etiquette 5/3/MUSTY

That means the book is five years old, has been checked out three times, and shows one or more of the MUSTY factors.

There are some classifications that always need weeding, for example, geography. Geography books that are over seven years old should be discarded. A book with 48 states may have some interest for the curious, but it provides little useful information.

Invariably, the fiction shelves, especially at the secondary level, are full of once-popular fiction (about 20 years old). At the elementary level, there is a tendency to keep every book written by a respected author even though only some of the books are really good.

Biography collections tend to accumulate boring memoirs and life stories of people who were once well known. The major part of the 300s needs to be analyzed carefully as it is in a constant state of flux. The old conservation books and Earth Day activity books are passé. One or two books on communes will probably suffice. Watergate, an uncomfortable memory for many of us, doesn't have to take up a shelf and a half today. Several comprehensive books should take care of students' current needs.

Many books on speech making, journalism and essays look dreadful. Consider purchasing new editions or paperbacks, or rebinding the old books.

Look closely at your editions of Shakespeare's plays. Some are printed in such tiny print that readers need a magnifying glass. Books on sports, textiles, homemaking, shop and crafts are often dated and boring. Rayon is no longer the synthetic fabric; the rules for sports have changed. Etiquette rules, too, have changed. Wringer-type washers are difficult to find on the market, yet some home ec books describe them at great length.

How do you weed? First, you must decide to do it. Once this hurdle is passed, the rest is easy. The next step is to decide when weeding should take place. I prefer weeding during slack times, not during inventory or at the end of the school year. I rarely go through the whole collection at one time. Working with a section of Dewey numbers gives me a better picture of the collection so that I can identify what needs to be updated or developed.

I have tried to provide reasons for weeding. The decision to do it is yours.

Section Six

Resources

Resources

The listings below are excerpted from **THE BOOK REPORT & LIBRARY TALK Directory of Sources**. Linworth Publishing, 1991. 50pp. 0-938865-09-9. $15.95.

•

Adams, Helen R. **School Media Policy Development: A Practical Process for Small Districts**. Libraries Unlimited, 1986. 174pp. 0-87287-450-8. $23.50.

Policy development from beginning to end. Stresses the need for flexibility and practicality.

•

Baker, D. Philip. **The Library Media Program and the School**. Libraries Unlimited, 1984. 186pp. 0-87287-385-4. $19.50.

Planning, administering, and supervising school library programs.

•

Biagini, Mary K. **A Model for Problem Solving and Decision Making: Managing School Library Media Programs**. Libraries Unlimited, 1988. 164pp. pbk. 0-87287-589-X. $18.50.

Case studies highlighting issues in school library management, such as communicating with principals, flexible vs. nonflexible elementary scheduling, and promoting reading.

•

Burress, Lee. **Battle of the Books: Literary Censorship in the Public Schools, 1950-1985**. Scarecrow, 1989. 385pp. 0-8108-2151-6. $42.50.

Study of censorship and suggestions for combatting it.

Case Studies in Managing School Library Media Centers. Edited by Daniel Callison & Jacqueline Morris. Oryx, 1989. 194pp. pbk. 0-89774-441-1. $26.95.

Sections are: Managing People for a Better Learning Environment; Managing Resources and Equipment for Greater Access to Information; Managing Facilities and Budgets to Plan for the Future.

•

Collection Management for School Library Media Centers. Edited by Brenda H. White. Haworth Press, 1986. 383pp. 0-86656-433-0.

Essays written by practicing media specialists and others with library expertise. Topics covered: collection development, networking, school/public library cooperation, and specialized collections, such as video, software, and periodicals.

•

Criscoe, Betty L. **Award-Winning Books for Children and Young Adults: An Annual Guide: 1989**. Scarecrow, 1990. 302pp. 0-8108-2336-5. $37.50.

Describes the award, its background, the sponsoring association, titles of award-winning books, and information on the authors.

•

Curriculum: The School Librarian's Role. Linworth, 1990. 116pp. Spiral bound. 0-938865-02-1. $19.95.

The practical ideas will help librarians motivate students and teachers to take advantage of the library's resources. Ideas are from practicing school librarians.

Eble, Mary & Renton, Jeanne. **New Dimensions in School Library Media Service**. Scarecrow, 1988. 486pp. 0-8108-2115-X. $39.50.

Program guidelines for units in literature appreciation, reading, and research skills.

•

Edsall, Marian S. **Practical PR for School Library Media Centers**. Neal-Schuman, 1984. 165pp. pbk. 0-918212-77-4. $27.95.

Suggestions for why a PR program is needed, how to begin, who PR should target, whom to involve, and ideas to carry through a good public relations program.

•

The Elementary Librarian's Desk Reference: Library Skills & Management. Linworth, 1991. 200+pp. 0-938865-05-6. $29.95.

A professional reference designed for elementary school librarians. The 3-ring notebook covers teaching library skills in grades 1-6, management procedures and policies, collection development, programming and scheduling, public relations, and consultation. The articles and tips are written by elementary school librarians.

•

Everhart, Nancy; Hartz, Claire & Kreiger, William. **Library Displays**. Scarecrow, 1989. 124pp. 0-8108-2183-4. $19.50.

Offers detailed instructions for displays, descriptions of techniques and materials to create them, and other activities to promote the library.

Fox, Beth W. **Behind the Scenes at the Dynamic Library; Simplifying Essential Operations**. ALA, 1990. 187pp. pbk. 0-8389-0531-5.

Basic technical processing information for acquisitions, cataloging, maintenance, circulation, communications, finances, and computers.

•

Franklin, Linda C. **Display and Publicity Ideas for Libraries**. McFarland, 1985. 272pp. 0-89950-168-0. $19.95.

Ideas appropriate for both public and school libraries; includes a directory and an index.

•

Franklin, Linda C. **Library Display Ideas**. McFarland, 1980. 244pp. 0-89950-008-0. $18.95.

Ideas to promote reading motivation and the library. Included is a section on the basic materials needed.

•

Gillespie, John T. **Creating a School Media Program**. Bowker, 1983. 0-8357-9039-8. $29.95.

Principles and practices of creating, administering, and organizing a school media center.

•

Gillespie, John T. & Spirt, Diana. **Administering the School Library Media Center**. Bowker, 1983. 381pp. 0-8352-1514-8. $39.95.

Chapters on budget, collection development, programs, staff, facilities, selection, and acquisition.

Gomberg, Karen C. **Books Appeal to Teachers; Getting Teachers to Use the School Library Across the Curriculum**. McFarland, 1990. 176pp. pbk. 0-89950-490-6. $19.95.

Ideas and suggestions for coordinating lesson plans with various curricular disciplines while incorporating library materials.

•

Gomberg, Karen C. **More Books Appeal; Keep Young Teens in the Library**. McFarland, 1990. 152pp. pbk. 0-89950-476-0. $14.95.

Ideas for increasing library use by pepping up programs with everything from book lists to crossword puzzles for fiction books.

•

Hart, Thomas L. **Behavior Management in the School Library Media Center**. ALA, 1985. 0-8389-0429-7.

Articles providing possible solutions to library discipline problems.

•

Hart, Thomas L. **Creative Ideas for Library Media Center Facilities**. Libraries Unlimited, 1990. 75pp. pbk. 0-87287-736-1. $18.

Ideas for improving library environments, renovation, and planning new facilities.

•

Heath, Alan. **Off the Wall; The Art of Book Display**. Libraries Unlimited, 1987. 169pp. 0-87287-578-4. $19.50.

Discusses the basics of book displays, materials, and themes.

Information Power: Guidelines for School Library Media Programs. ALA, 1988. 171pp. pbk. 0-8389-3352-1. $12.95.

Guidelines for the development of school library programs. Developed by the American Association of School Librarians and the Association for Educational Communications and Technology. Replaces the 1975 joint publication titled *Media Programs: District and School*.

•

Jay, M. Ellen & Jay, Hilda. **Designing Instruction for Diverse Abilities and the Library Media Teacher's Role**. Scarecrow, 1991. 240pp. pbk. 0-208-02262-7. $27.50.

Curriculum units developed by both the media specialist and the classroom teacher are presented along with planned activities and handouts. Included are units for science, language arts, and social studies.

•

Karpisek, Marian. **Policymaking for School Library Media Programs**. ALA, 1989. 164pp. pbk. 0-8389-0520-X. $25.

Includes all areas of operating and maintaining a media center (circulation, selection, processing, budget, inventory) for which policies need to be developed.

•

Kohn, Rita & Tepper, Krysta. **Have You Got What They Want?; Public Relations Strategies for the School Librarian/Media Specialist: A Workbook**. Scarecrow, 1982. 236pp. 0-8108-1481-1. $29.50.

Programming and public relations ideas for school librarians to market their programs and resources.

Kohn, Rita & Tepper, Krysta. **You Can Do It: A PR Manual for Librarians.** Scarecrow, 1981. 244pp. 0-8108-1401-3. $18.50.

Programming and public relations ideas for the school librarian.

•

Kostrowski, Karen & Wiley, Linda. **Eye Catchers: Library Bulletin Board Ideas, Innovations, and Instructions for the Non-Artist.** Library Learning Resources, 1989. 0-931315-0.

Detailed instructions for easy-to-make displays.

•

Laughlin, Mildred K. & Latrobe, Kathy H. **Public Relations for School Library Media Centers.** Libraries Unlimited, 1990. 145pp. 0-87287-819-8. $17.

"Down-to-earth" guide to public relations from practicing library media specialists.

•

Level, June. **200 Level-Headed Ideas for School Library Media Centers: A Plan Book.** Libraries Unlimited, 1988. 86pp. 0-87287-668-3. $13.50.

"Any year" plan book filled with ideas for the media specialist.

•

Loertscher, David. **Measures of Excellence for School Library Media Centers.** (Drexel Library Quarterly 21, No. 2) Libraries Unlimited, 1988. 148pp. 0-87287-652-7. $18.50.

Describes seven evaluation procedures for assessing school library services.

•

Loertscher, David. **Taxonomies of the School Library Media Program.** Libraries Unlimited, 1988. 336pp. pbk. 0-87287-662-4. $26.50.

Guidelines for creating school library programs from collection development to evaluation.

McDonald, Frances. **The Emerging School Library Media Program.** Libraries Unlimited, 1988. 328pp. pbk. 0-87287-660-8. $25.

Collection of articles defining the role of the school library media center programs, including media specialists and classroom teachers working together.

•

Nickel, Mildred L. **Steps to Service: A Handbook of Procedures for the School Library Media Center.** ALA, 1984. 0-8389-037-8. $9.95.

Practical sources for ideas on implementing a school library media program.

•

Prostano, Emanuel T. & Prostano, Joyce S. **School Library Media Center.** 4th ed. Libraries Unlimited, 1987. hc. 0-87287-568-7; $32. pbk. 0-87287-569-5; $24.50.

Innovative strategies for libraries emphasizing basic management functions of planning, organizing, staffing, controlling, and directing.

•

Public Relations Notebook for School Librarians. Linworth, 1990. 200+pp. 0-938865-01-3. $38.95.

Everything you need to know about public relations for the school library including help in producing newsletters and brochures. This practical information is based on actual experiences. Format is a 3-ring notebook with additional space for personal notes.

•

Reading Motivation. Linworth, 1990. 90pp. Spiral bound. 0-938865-03-X. $19.95.

This workbook is full of ideas that have worked in school libraries coast to coast. Articles and tips are written for and by practicing librarians.

Reichman, Henry. **Censorship and Selection; Issues and Answers for Schools**. ALA, 1988. 141pp. pbk. 0-8389-3350-5. $12.95.

Provides information on the motivations behind censorship and offers guidance for establishing a selection policy.

•

Rudin, Claire. **The School Librarian's Sourcebook**. Bowker, 1990. 504pp. 0-8352-2711-1. $34.95.

Lengthy annotations of professional books for the school librarians "who are ready to take charge of their own learning." Each entry includes purpose of the book, description of the contents, author's qualifications, and comments. The entries are grouped in five major sections covering management, collection development, student needs, teaching, and technology.

•

Saxon, Grady Sue & Cothran, Margaret. **Reaching Children At Risk; Multimedia Resources**. Bowker (Forthcoming 1992). 400pp. 0-8352-3071-6. $29.95.

Annotated bibliography of print and nonprint library materials to incorporate into the library collection and the classroom for at-risk children.

•

Schaeffer, Mark. **Library Displays Handbook**. Wilson, 1990. 308pp. 0-8242-0801-3. $40.

Techniques and resources for creating effective library displays. Includes information on the use of computers, photocopiers, laser printers, and desktop publishing techniques.

Scholtz, James C. **Video Policies and Procedures for Libraries**. ABC-CLIO, 1991. 260pp. 0-87436-582-1. $39.

Ideas for developing written policies and procedures for the management of video collections. Topics included are collection development, copyright issues, circulation, weeding, and off-air taping.

•

The School Librarian's Workshop. Edited by Hilda K. Weisburg and Ruth Toor. Library Learning Resources. Subscription basis.

Published monthly (except July and August) in looseleaf format by practicing librarians, this source provides integrated curricular library instruction units, library skills units, PR and library tips, bibliographies, bulletin board and display ideas, and articles on library trends.

•

School Library and Media Center Acquisitions Policies and Procedures. Edited by Betty Kemp. Oryx, 1986. 0-89774-160-9. $33.

Complete acquisition policies of 15 school districts and excerpts from 41 others.

•

School Library Management Notebook. 2nd ed. Linworth, 1991. 250+pp. 0-938865-06-4. $38.95.

Three-ring binder contains new materials as well as reprints from THE BOOK REPORT and LIBRARY TALK. Tabbed sections cover: evaluation, selection, circulation, student aides and volunteers, goals and objectives, budget, public relations, processing, weeding and inventory, computers and technology, and many organizational tips.

School Library Media FILE Folders of Ideas for Library Excellence. No. 1. Edited by David Loertscher. Libraries Unlimited, 1989. 288pp. 0-87287-685-3. $27.50; **No. 2.** 1991. 200pp. Shrink wrapped. 0-87287-824-4. $27.50.

Descriptions of proven ideas on PR, technology, curriculum, and management.

•

Slote, Stanley J. **Weeding Library Collections: Library Weeding Methods.** Libraries Unlimited, 1989. 284pp. 0-87287-633-0. $29.50.

Provides various approaches and concepts to weeding a collection.

•

Smith, Jane B. **Library Media Center Programs for Middle Schools; A Curriculum-Based Approach.** ALA, 1989. 150pp. pbk. 0-8389-0500-5. $26.

A resource for middle school librarians who are in the process of planning and evaluating a curriculum-based program.

•

Smith, Jane B. **School Library Media Annual 1990.** Vol. 8. Libraries Unlimited, 1990. 383pp. 0-87287-850-3. $20.50.

Writings on a critical issue facing school librarians as well as annual updates on current research, associations' news, and new professional books. The 1990 issue is the instructional consultant role of the school librarian. Published annually.

•

Streiff, Jane E. **Secondary School Librarian's Almanac.** Center for Applied Research in Education, 1989. 255pp. 0-87628-783-6. $32.95.

Authors' birthdays, management tasks, public relations, suggested library skills lesson plans, an appendix with sample letters, checklists, memos, forms, and more. Both experienced and novice school librarians will appreciate the monthly plans.

Tips and Other Bright Ideas for School Librarians. ABC-CLIO, 1991. 233pp. pbk. 0-87436-605-4. $24.95

Hundreds of tips from practicing librarians are organized by topics: curriculum, reading motivation, bulletin boards and displays, working with students and adult aides, computer usage, PR, library skills, library management, and a miscellaneous section.

•

Turner, Philip M. **Helping Teachers Teach: A School Library/Media Specialist's Role.** Libraries Unlimited, 1988. 259pp. pbk. 0-87287-456-7. $21.50.

Handbook providing suggestions on how media specialists can become more involved with the curriculum.

•

Van Orden, Phyllis. **The Collection Program in Schools; Concepts, Practices, and Information Sources.** Libraries Unlimited, 1988. 348pp. 0-87287-572-5. $27.50.

Useful tool for librarians for the development of library collections.

•

Van Vliet, Lucille W. **Media Skills for Middle Schools: Strategies for Library Media Specialists and Teachers.** Libraries Unlimited, 1984. 263pp. pbk. 0-87287-410-9. $23.50.

A source of lesson plans to be incorporated in the curriculum. Includes an overview of skills, objectives, resources, guidelines, methods, activities, and evaluation.

Walker, H. Thomas & Montgomery, Paula K. **Into the Curriculum; Lesson Plans for Library Media Skills**. ABC-CLIO, 1990. 318pp. pbk. 0-87436-567-8. $21.95.

Library skills lessons are grouped by curriculum area. Given for each lesson are: general and curricular objectives, resources to be used, instructional roles of the librarian and teacher, activities and procedures, evaluation, and follow-up. Based on lessons originally published in *School Library Media Activities Monthly*.

•

Whitehead, Robert J. **A Guide to Selecting Books for Children**. Scarecrow, 1984. 323pp. 0-8108-1691-1. $25.

Book is divided into two sections: Part I--Infants to Beginning Readers; Part II--Children 8-to-11 Years of Age.

•

Wilson, Patricia J. & Kimzey, Ann C. **Happenings: Developing Successful Programs for School Libraries**. Libraries Unlimited, 1987. 124pp. 0-87287-522-9. $19.50.

Guidelines and ideas for programs; sample forms are included.

Woolls, Blanche. **Managing School Library Media Programs**. Libraries Unlimited, 1988. 182pp. pbk. 0-87287-590-3. $21.50.

Guide for the new school librarian and a source of ideas for the experienced librarian. Includes sections on organizing and managing school libraries.

•

Yesner, Bernie I. & Jay, Hilda L. **The School Administrator's Guide to Evaluating Library Media Programs**. Shoe String, 1987. 0-208-02148-5. $24.

Written to help principals evaluate the library program. Includes sample forms.

Other Publications in the **Professional Growth Series**

Notebooks
- School Library Management 2nd
- Public Relations for School Librarians
- Elementary Librarian's Desk Reference
- Making It With Media
- Student Staff Manual

Workbooks
- Author Profile Collection
- Library Research Skills Grades 7-12
- Reading Motivation
- Curriculum

Special Reports
- Directory of Sources
- Growing On the Job

Theme Reprints
- Challenge of Censorship
- Surviving the Budget Squeeze
- Students: What It's All About
- Storytelling
- Public Relations (Grades 1-6)

Author Profiles
- David Wiesner
- Arnold Adoff
- Bonnie Pryor
- Jean Fritz
- Marion Dane Bauer
- John Steptoe
- Orson Scott Card
- Walter Dean Meyer
- Ursula Le Guin
- Robert Cormier
- Jane Yolen
- Paul Janeczko
- Dan & Sue Cohen
- Gail E. Haley
- Carole Byard
- Gary Paulsen
- James Howe

Instant Art
- Instant Art I
- Instant Art II
- Instant Art III
- Instant Art IV

Linworth Publishing, Inc.
Worthington, Ohio